

UNIVERSITY OF KWAZULU NATAL

**AN EXPLORATION OF TEACHER LEARNING IN GRADE 12 HISTORY
PROFESSIONAL DEVELOPMENT WORKSHOPS**

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DECLARATION

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13 March 2017

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DEDICATION

I dedicate this dissertation to my late parents Lugi (father) and Mqhiki (mother). I will always remember your teachings, support, guidance and unconditional love and my late brothers Mukelani, Mkhangiseni, Muzikayifani, Buza, Bhekani (Babomncane) and Sibusiso (Mti) who always believed in me. My loving and understanding wife Sibongile, thank you, I would not have made it without your support and sacrifices during my studies. My children, Andile (Mjuks), Sandile (Samusa), Sbonelo (Sgodo), Dumisani (Sthwalambiza), Njabulo (Sintwa) and little Ayabonga, thank you boys, you are my inspiration. I will not forget the rest of my Msomi family.

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ABSTRACT

This exploratory study focuses on teacher learning in Grade 12 History Professional Development Workshops. The study explores the nature and purpose of the professional development workshops that are organized by the Department of Basic Education (DBE) in the District. It further looks at what teachers learn when they attend these workshops. The study also assesses the extent to which the principles of effective professional development are featured in these workshops. The research design of the study is located within the qualitative, interpretive paradigm. Data were collected through one-on-one, semi-structured interviews with History teachers and the Subject Advisor, as well as observation during the professional development workshops.

The findings in this study indicate that teachers learnt new content and different skills in the professional development workshops. The professional development workshops organised by the DBE in this district seemed to uplift the capacity of knowledge and skills of teachers. They expanded teacher knowledge capacity, in order to improve learner performance. The study reflected, to a larger extent, the effective principles of professional development. For example, teachers were able to reflect on their own performance with the purpose of improving on their practice. After attending workshops, teachers improved their way of understanding effective teaching methods when dealing with source-based tasks and essay writing. Their assessment on tasks became better than before they attended the workshops. They acquired this through a number of activities that were given to them in the workshops. The activities were done collaboratively, that is, they were allowed opportunity to work in small groups thus able to critically look at their challenges as History teachers.

Key word(s): professional development, history teachers, teacher learning.

LIST OF ACRONYMS

CAPS	Curriculum and Assessment Policy Statements
DBE	Department of Basic Education
FET	Further Education and Training
MEC	Member of Executive Council
NCS	National Curriculum Statements
SBA	School Based Assessment
TIMSS	Third International Mathematics and Science Study

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CHAPTER 1

INTRODUCTION

1.1 Introduction

One of the requirements of teachers in South Africa is to attend professional development workshops. These workshops are supposed to impart information or knowledge that would capacitate and empower a teacher regarding the subject taught. This study seeks to find out what history teachers in a selected district in KwaZulu-Natal learn, as they attend workshops organized by the Department of Basic Education (DBE). In this case, the study focuses on grade 12 history teachers. It is designed such that data is gathered from interviews with selected teachers and the subject advisor as a facilitator, as well as workshop observations, in order to explore the nature of the teacher learning that takes place in these workshops. This chapter provides a brief overview of the purpose of the study, the rationale, methodology, background, research questions, literature review and the outline of the dissertation.

1.2 Purpose of the Study

The purpose of this study is to describe the purpose and nature of the professional development offered in the Khumbula (pseudonym) Circuit. It explores the ways in which workshops reflect the principles of effective professional development, as reflected in the current literature and ascertain how teachers learn new content and skills from attending the workshops. The professional development workshops that are examined in this study are those that were offered to grade 12 history teachers in a KwaZulu-Natal district, in 2015.

1.3 Rationale

I qualified as a History teacher in 1992 and subsequently started to work as a professional teacher in 1993. Since then, I experienced different changes of the History curriculum, which were prompted by the political changes in the country. Before 1994, the curriculum was based on National Christian Education for the White population and Bantu Education. The changes that had been effected in the History curriculum over time were therefore meant to align the subject to the political changes that were affected by the new dispensation that prevailed post 1994. The

changes impacted, to some extent, on the ways in which the History teachers understood and taught the subject. In view of this, the Department of Basic Education (DBE) uses workshops as a model of assisting teachers to face subject challenges. The workshops are meant to capacitate teachers in aligning their teaching in classrooms as per Curriculum and Assessment Policy Statements (CAPS). The National Curriculum Statement (NCS) Grades R-12 of CAPS states that the purpose of learning and teaching history is to “create an interest in and enjoyment of the study of the past; knowledge understanding and appreciation of the past and the forces that shaped it; the ability to undertake a process of historical enquiry based on skills and an understanding of historical concepts, including historical sources and evidence” (CAPS History 2011, p. 8). These purposes require that the teachers have a clear understanding of the new policy CAPS. One of the places where teachers are professionally developed to understand CAPS are workshops organized by the Department of Basic Education (DBE). Therefore, the study intends describing and analyzing teacher learning that is supported by these workshops.

For this reason, the study would provide facilitators and policy makers with insight into how teachers learn in these workshops.

1.4 Background Information

History teachers, just like other subject teachers, attend CAPS professional development workshops. One of the reasons for attending these workshops is for them to develop their expertise regarding the methods and objectives of teaching history. The study therefore focuses on how teachers learn as they attend these workshops. The workshops that are offered by the DBE each year are of four types namely: the orientation workshops; the moderation workshops; the workshop for the new history teachers and, the workshops for the discussion of the grade 12 history final examination papers one and two. There was also a history colloquium, which took place in December 2014, but no details will be rendered for it because it does not form part of professional development. The orientation workshops run over two days from the second week after the school opening in January. The moderation workshops are held per quarter. This means they are held three times per year. The workshop for the new history teachers is held in May and the intention is to orientate those teachers who are teaching history for the first time. The subject

advisor runs these workshops on behalf of the DBE. History teachers come from different circuits to attend these workshops. Activities vary as per the purpose of each workshop.

During the orientation workshops, the subject advisor assists teachers to fully understand the expectations of the curriculum for the year. He lectures and issues notes related to the subject matter. Where applicable, teachers are given the opportunity to engage in some activities and discussions. The moderation workshops play the role of supervising the formal and informal history assessments. Teachers submit learners' marked assessment tasks at these workshops. The subject advisor also uses some of the time in these workshops to do some activities that are intended to develop the teachers. The subject advisor believes in undertaking a needs analysis before launching any workshop, hence, he or she knows that about thirty teachers in the district are new and therefore need to be assisted on how to teach the history subject. That is the reason why the workshops are held in May for the new history teachers. The last workshop deals with the discussion of memoranda for the November history papers one and two. The DBE recommends that teachers who have been appointed as markers of the Senior Certificate exam scripts attend this workshop. However, other teachers are allowed to attend, with the intention of developing their understanding in terms of formulating a memorandum. The focus of this study is however the Grade 12 History teachers, as these teachers, to some extent, represent teachers teaching at the FET phase. It is imperative therefore that analysis of what they learn in these workshops is closely studied in order to ascertain in what ways the workshops reflect the principles of effective professional development (as reflected in the current literature) and thus, to what extent are they likely to support teacher learning.

1.5 Research Questions

1. What is the nature and the purpose of the professional development workshops provided for history teachers in the circuit?
2. In what ways do the workshops reflect the principles of effective professional development (synthesized from the literature)?
3. In what ways do teachers learn new content and skills from attending the workshops?

In answering the first and second research question, reference is made to the principles of effective professional development as synthesized from the literature review of the study. The data are collected from the teachers and the subject advisor as they are observed and interviewed.

1.6 Literature review and Conceptual Framework

The review of literature will focus on teacher professional development and teacher learning, as well as the teaching of the history subject. This study is informed by Shulman's essay on professional development (2004), in which he describes a set of principles of professional development. For Shulman, teacher learning is not an easy task. He emphasizes that "unless we create the conditions for teacher learning, for every single reform that we initiate, even if it looks like it is working at the beginning, will eventually erode and disappear" (Shulman, 2004, p. 519).

The first part of the literature deals with principles of professional development as discussed by different authors like Shulman (1997), Darling-Hammond et al. (2009), Putman and Borko (2000) and Givven and Santagata (2010). These principles are the principle of Activity, the principle of Reflection, the principle of Collaboration, the principle of Passion/Commitment and, the principle of Community/Culture. The principle of Activity encourages teachers to engage in a dialogue, share information and debating. The principle of Reflection stresses that professional as well as personal growth is enhanced if the learner or student is able to reflect from action/s administered. The principle of Collaboration promotes working together. The principle of Passion/Commitment is the one that motivates teachers to work. The principle of Community/Culture promotes the idea that teaching and learning is situated in a certain context and it does not operate on its own. Through these principles, the ways in which teachers learn and professionally develop would be further discussed in the literature review.

The second part of the literature looks at what is required of the history teacher in terms of pedagogy, assessment and content of history. The teaching of History should not be different from how CAPS determines the way pedagogy should be administered. This also applies to assessment and content. Specifics on how assessment and content should be understood, is clearly outlined in History CAPS document. CAPS is one of the reforms introduced in the

system of education in South Africa and therefore, calls for teachers to learn more. In particular, the study seeks to explore how teachers learn as they attend CAPS professional development workshops, which for teachers is the new policy and therefore, a curriculum reform.

The framework for analyzing the workshop is a synthesis of the Professional Development principles from a range of studies.

1.7 Methodological Approach

The study employed the qualitative research design. This is an interpretive paradigm because it focuses on experiences of those who are being studied. It further looks at how they interpret their own professional learning. Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as “real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest” (Patton, 2001, p.39). In this view, the researcher attended the workshops during his study. The study employs an interpretive paradigm because it focuses on experiences of those who are being studied. It further looks at how they interpret their own professional learning. As a way of acquiring information from the informants, the purposive sampling was employed. The reason for that is that there were specific intended participants for the study. The research methods used are semi-structured interviews with five selected educators and the history subject advisor, document analysis which are issued by the subject advisor as teaching supplement materials in the workshop, and participant observation of three workshops.

1.8 Summary

This chapter describes the purpose of the study, which is to find out what teachers learn as they attend teacher professional development workshops, as well as to describe the extent to which the workshops are guided by the principles of the effective professional development. Chapter two focuses on the literature review. In this chapter, an interrogation on the key concepts that inform the study is described. Chapter three looks at the methodology that has been employed in the study. It places the study into the broad research paradigm, research style and also outlines

the methods of data collection. Chapter four presents the findings of the study. Lastly, Chapter five provides the conclusions and recommendations, based on the findings as presented in Chapter four.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The literature review in this chapter interrogates the key concepts which inform the study. These concepts are teacher professional development and teacher learning. The principles of effective teacher development and history teaching are engaged in order to elucidate teacher professional development in the DBE history workshops. The literature review further discusses the ways in which teachers learn. Highlighting the principles of professional development in the literature review is done in order to show the extent to which they (the principles of professional development) promote teacher learning. Also, the literature review describes what the CAPS requires of history teachers in terms of pedagogy, assessment and content in history. That will be followed by a description of the theoretical/conceptual framework that is used in the study

2.2 Teacher Professional Development and Teacher learning

Teacher professional development has been considered by writers such as Evans (2002) as a difficult subject to define. She refers to writers who were only able to describe it. The implication therefore, is that there are few definitions of teacher professional development, but only descriptions. However, she makes a full attempt as she defines it as,

an ideologically-, attitudinally-, intellectually-, and epistemologically-based stance on the part of the individual, in relation to the practice of the profession to which s/he belongs, and which influences her/his professional practice (p. 130).

She therefore interprets this as a process which may be on-going or which may have occurred and is completed, hence, “the process whereby teacher’s professionalism and/or professionalism may be considered to be enhanced” (p.131). On the same subject, Day (2007) defines teachers’ professional learning and development as engagement “in work which has fundamental moral and ethical, as well as instrumental purposes” (p. 423). The definition further notes that for professional learning and development to take place, “the personal, workplace and external scenarios which challenge their commitment to these core purposes” must be taken into account

(p. 423). To assist teachers in their professional learning and development, caring about them is important. To ensure that the teachers comply with CAPS, the Department of Basic Education runs professional development workshops. The focus of this study is on how teachers learn as they attend the professional development workshops organized by the Department of Basic Education (BDE).

Attending workshops is part of teacher professional development in South Africa. However, not all workshops fulfil the tasks they are intended to, which is to support teacher learning. Teacher learning “refers to the process by which teachers move toward expertise” (Kelly, 2006, p. 506). The attendance of teachers in professional development workshops should be with the aim of empowering teachers and therefore, increase their knowledge of their work. It is however an adverse situation when teachers would attend a once off workshop and hope that they have gained in terms of their professional development. The study focuses on what teachers learn as they attend these workshops. This statement seeks to suggest a relationship that exists between teacher professional development and teacher learning. Bell and Gilbert (1994) in Evans (2002) elucidate this, noting that “teacher development can be viewed as teachers learning, rather than as others getting teachers to change. In learning, teachers were developing their beliefs and ideas, developing their classroom practice and attending to their feelings associated with changing” (p. 126).

The discussion in this chapter thus engages the principles of professional development, drawing from Shulman (1997), Darling-Hammond et al (2009), Putman and Borko (2000), and Givven and Santagata (2010). In these readings, the authors describe a range of principles which underpin good professional development activities. Therefore, the study aims to show the extent to which these principles are present in the professional development workshops facilitated by the DBE. It is also noted that there is difference between teacher professional development and teacher learning. (Teacher) professional development is an ongoing process of reflection and review that articulates with development planning that meets corporate, departmental and individual needs, while (teacher) learning is a process of self development leading to personal growth as well as development of skills and knowledge that facilitates the education of young

people (Fraser et. al, 2000, p. 156). This study focuses on how teachers learn as they attend professional development workshops offered by the DBE.

2.2.1 The Principle of Activity

Firstly, the principle of activity according to Shulman makes an emphasis that when teachers are engaged in an activity they acquire more enduring learning than passive learning. In the education field, the principle entails a process that purports to bring about learning through actual experience, this includes mental activity. Activity looks at the promotion of getting involved in any learning task. Activities in which teachers are involved include, among other things: writing, investigation and using computer for research. Teachers are encouraged to engage in speeches, share information and encourage debates. Such engagement should focus on what is relevant to their work. This promotes high acquisition of subject information. In professional development workshops, the teachers are given tasks which comprise activities relating to their teaching subjects. Concurring with this principle, Shulman (1997, p. 513) remarks that: “The students who are learners in these settings are remarkably active most of the time.... They are talking to one another. At every opportunity, the level of activity of the students is higher than in the average classroom”. While Shulman makes mention of students, the reference for the purpose of the study applies to teachers attending professional development workshops.

From this perspective, the principle renders the idea that learning by an individual should never be in isolation from others, which however is not against the idea that a teacher can learn on his or her own, because learning always involves both internal and external processes (Illeris, 2009). Sharing information nurtures the teacher’s sustainability of knowledge. The teacher is able to test his/her understanding of the activity against his/her colleagues. Teaching is made live through activity, that is, a teacher cannot ascertain the capability of teaching, unless he/she gets involved in the teaching activity. Teachers gain more information through activities. When teachers gather with the aim of preparing for the subject matter, they could role play the lesson prior to the involvement of learners. During such activity, a teacher gets a chance of fine tuning the lesson, while at the same time acquiring confidence to deliver the subject matter to learners.

On the same principle, a further look at the importance of working together in an activity is also checked from the view by Darling-Hammond. Related to this principle, Darling-Hammond put it this way:, “Professional development should build strong working relationships among teachers” (2009, p. 11). In this study, it appears that teachers are used to work in silos. That is, a teacher only concentrates on what is tasked to him/her, yet there could be other colleagues or teachers within the very same site or school who are doing the same assignment. This is attributed to the fact that “... owing largely to the built-in privacy and isolation of their daily work as it has been organized...” (Darling-Hammond, 2009, p. 11). This implies that the activity as a principle is related to the principle of collaboration. In some instances, a teacher sometimes invites the involvement of other teachers.

It has become so habitual that each and every day, the teacher arrives at work, greets only those who happen to meet during his/her arrival and he/she would go onto his/her desk and wait to begin his/her daily teaching . However, this does not apply to all teachers. In such a situation, a creation of isolation from other so ‘useful’ emerges (meaning that a teacher does not make a habit of collaborating with other teacher/s). Further indicated in this article on the issue of isolation is the fact that “Historically, schools have been structured so that teachers work alone, rarely given time to work together to plan lessons, share instructional practices, assess students design curriculum, or help make administrative or management decisions” (Darling-Hammond 2009, p. 11). A different situation to this one would be doing the opposite. The aim would be that of creating a turn-around strategy to breed educative teaching which is the effective teaching and learning. In the very same article this principle is promoted as “....when teachers are strategic in creating time and productive working relationships within academic departments or grade levels, across them, or among teachers school wide, the benefit can include greater consistency in instruction, more willingness to share practices and try new way of teaching and more success in solving problems of practice” (Darling-Hammond 2009, p. 11).

In essence, the principle of activity in teaching profession cannot be overemphasized. Givvin and Santagata (2010), state that it is “driven by a well-defined image of effective classroom learning and teaching”. Effective teacher learning must never or cannot be divorced from an activity

preparation. In professional development workshops, teachers are afforded the opportunity to prepare for their class lessons. This principle is derived from Givvin and Santagata's study on the performance of teachers in Mathematics, as given by the Third International Mathematics and Science Study (TIMSS). In their activity of sharing ideas, teachers engage in different ideas as to how problems relating to Mathematics could be tackled. "If we had more time with teachers, it would have been well spent by examining in greater detail the image of teaching that was our goal. We knew from TIMSS study that it was worth pursuit, ..." (Givvin & Santagata 2010, p. 444). This is the evidence that workshops are inadequate as a congregation of activity by teachers. Teachers actually need lengthy periods of time to enrich them with information relevant to their work.

With regards to the principle of activity, Putman and Borko (2000, p. 4) put it as being 'situated in particular physical and social context.' There should always be place and situation in which the practice of learning and teaching is conducted. The importance of the activity as being authentic is highlighted. Brown et al. (1993 cited in Putman and Borko, 2000) define authentic activities as the "ordinary practices of a culture" (p. 34) – activities that are similar to what actual practitioners do. Learning, if it is anything good, should be life-long. Learning would be life-long if it allows the intended learners (the teachers in this case) to withstand any kind of situation in life and thus, instil confidence in teacher practice. Activity in a workshop situation results in a life-long type of learning.

As a closing remark on this principle, Zeichner (1983) looks at teacher learning or teacher education as "a form of adult development, a process of "becoming" rather than merely a process of educating someone now to teach" (p. 5). Teachers as students need to constantly engage themselves in activities that seek to nourish and nurture their field of work. In summary, the principle of activity comprises students as teachers who are active. They are active in various ways such as in writing, investigation and research. They usually share information and challenge each other's ideas. In professional development workshops, teachers are expected, through this principle, to be given the opportunities to get involve in dialogue and be given a platform for experimentation and inquiry.

2.2.2 The Principle of Reflection

Smyth (1992) in Loughran (2002) describes Reflection as placing “an emphasis on learning through questioning and investigation to lead to a development of understanding” (p. 34). It means looking back at what has been done and checking the weaknesses and strengths. Professional, as well as personal growth, is enhanced if the learner or a student, in this case the teacher, is able to reflect from actions administered. Positive analysis of self would enable one to identify points in which to make corrections or to maintain good work. This therefore implies that work well-done requires that one checks his or her ability and performance. Shulman (1997) concurs that ‘schools must create occasions for teachers to become reflective about their work, whether through journal writing, case conferences, video clubs, or support teacher portfolios’ (p. 514). In all such endeavours, teachers need a great deal of support from the school or authorities. If reflection is well-conducted, possibilities of professional development are easier. On reflection, the teacher is able to concretely identify personal shortcomings, thus, is able to specifically identify areas of development. ‘... researchers have found that teachers are more likely to try classroom practices that have modelled for them (teachers) in a professional development setting’ (Darling-Hammond 2009, p. 10). It is easy to create a model that is to develop a teacher if reflection on shortcoming has well been identified.

On this principle, Givvin and Santagata (2011) pointed that it ‘provides opportunities for teachers to build their content and pedagogical content knowledge and examine the practice critically’, (p. 444). This could happen after a teacher has made careful and a serious thought about what happened in teacher’s work. The teacher requires a classroom or classroom situation to make reflection on his/her ability and thus, be able to determine areas of development. Putman and Borko (2000) identify reflection as social in nature. The interaction socially undergoes the process of teaching, enables one to mirror teaching practice from others, which does not take away the idea the teacher can learn by himself/herself.

This means that reflection does not take place without action. Munby and Russel (1992 cited in Hoban, 2002, p. 52) noted that “Reflection-on-action refers to the systematic and deliberate thinking back over one’s actions that characterises much of what we do when we pause after an action and attend to what we believed has occurred ...”. In this way, one is able to make

improvements or corrections where they are due. Through this principle, teachers in the professional development workshops should be able to reflect on how they learn. Reflection should enable them to derive the reasons for learning particular information in the workshop. In that view, they should be in a position to see the need to attend or not to attend these workshops.

2.2.3 The Principle of Collaboration

Collaboration is about working together. No person on earth lives in a vacuum or aloof. In every surrounding, there are individuals with whom to live. Effective teaching necessitates that among other things, a teacher must engage or work with other teachers. Collaboration in this case refers to a situation whereby a member of staff or team allows himself/herself to work with other colleagues, with the intention of simplifying the given work or responsibility. Shulman (1997, p. 515) supports the idea that “Collaboration is marriage of insufficiencies, not exclusively “cooperation” in a particular form of social interaction. There are difficult intellectual and professional challenges that are nearly impossible to accomplish alone, but are readily addressed in the company of others”. Thus, collaboration plays a major role in the life of a teacher by assisting the teacher in professional development.

In the study of 900 teachers conducted in 24 elementary schools, it was found that teachers formed more stable and more productive professional communities in smaller schools (Darling-Hammond et. al, 2000). Out of this study, the teachers were exposed to educational decision making such that there was a promotion of teachers meeting to “plan courses and assignments together”. Givven & Santagata (2011) suggest that professional teacher development provides opportunities for teachers to collaborate with colleagues and other experts to improve their practice. They found that participating teachers had little experience of collaborating to improve practice but after engagement in collaboration, it was observed that “They knew that each of their colleagues would be faced with the same task (providing significant possibility for collaboration) and each would be video-taped while teaching the problem in a lesson (providing significant motivation to teach it well) and yet teachers prepared in isolation. Continuous learning among teachers was not a school norm” (Givven & Santagata, 2011, p. 446). This means that collaboration contributes to life-long learning and thus, must be treated as a norm for the schools.

With Putnam and Borko (2000), this principle is described as professional teacher development, as social in nature, hence, collaboration. Resnick, (1991, p. 5) notes that:

... the role of others in the learning process goes beyond providing stimulation and encouragement for individual construction of knowledge. Rather, interactions with the people in one's environment are major determinants of both what is learned and how learning takes place.

This therefore means that professional development workshops must promote the working together of teachers as part of teacher learning. Thus, professional development workshops would be insufficient if they do not promote collaboration amongst teachers, be it during workshops, in one school or different schools gathering as a cluster.

2.2.4 The Principle of Passion/Commitment

Without passion or commitment, success in one's work is unlikely. Therefore, passion or commitment comes in as the fourth principle. For Shulman (1997, p. 515), 'authentic and enduring learning occurs when teachers and students share a passion for material, are emotionally committed to the idea, process and activities and see work as connected to present and future goals'. Professional development workshops should therefore inculcate passion and commitment in teachers, in this case, the grade 12 history educators. This should be an added ingredient to the intellect of a teacher. Emotionally, the teacher, as the one who teaches need to have love for the work, thus, commitment is entrenched in the practice. In fact, teachers and students need to create an emotional relationship with their work.

This love, commitment or passion is made possible if what is designed for a teacher as part of professional development is relevant to what job description prescribes. In aligning the idea of passion and commitment with Putnam and Borko, highlight is made that relevant professional development should be considered as situated (2000, p. 7). They argue that "Teachers, both experienced and novice, often complain that learning experiences outside the classroom are too removed from the day-to-day work of teaching to have a meaningful impact". Teachers develop passion and commitment for programmes relevantly developed for them.

The four principles mentioned above cannot work well if they are not blended into a community or a culture in a specific milieu. This principle refers to learning communities, which is defined as a group of teachers sharing “common emotions” (Shulman, p. 515), sometimes values and beliefs and are engaged in learning together from each other. The acceptance of these principles into community or culture breeds success. Thus, “students and teachers both require a school and community culture that supports and rewards those levels of risk taking and intervention characteristic of those new ways of learning for understanding and commitment” (Shulman 1997, p. 515). Such an idea encourages engagements among subjects of particular vicinity thus, intensifying subject knowledge. If teachers engage effectively under this principle, they therefore develop the idea of sharing their talents, thereby creating learning communities. The principle therefore promotes that when teachers gather in professional development workshops that are organized by the Department of Basic Education, they must develop passion and commitment for the work they do in teaching the history subject at grade 12 level. They must feel attached to the subject at all times.

2.2.5 The Principle of Community

The community or culture principle blends with the fifth principle in Darling-Hammond (2009) which has to do with professional development and building strong working relationships among teachers. While this sounds as meaning collaboration, the emphasis is however on the culture of working together. Relationship is part of culture in a community. With a culture that is there to promote smooth working relationships in an organization like school, the results are possibly good. Traditionally, schools have been created such that they do not allow teachers to work as learning communities. Instead, teachers work in silos. This is a repeated statement, but this time it seeks to highlight the fact that lack of encouragement of educators to get involved in the culture of working together, was initially deliberate. The professional development workshops set up by the subject advisor play a major role in grooming the culture of working together. As an alternative to this situation, Darling-Hammond (2009, p. 11) indicates that “research shows that when schools are strategic in creating time and productive working relationships within academic departments or grade levels, across them, or among the teachers, schoolwide, benefits can include greater consistency in instruction, more willingness to share practices and try new ways of teaching and more success in solving problems of practice”. Transcending from this

statement, professional development workshops blend in as an addition, thus, enhancing the capability of the teachers in the subject.

Putnam & Borko, (2000) speak of ‘discourse communities for teachers’ under this principle. That is, “the discourse communities in which teachers work and learn. These discourse communities play central roles in shaping the way teachers view their world and go about their work”, (2000, p. 8). This emphasizes the point that one who is the participant in an activity should always be caused to take the active role so that assigned work (activity) is inherently within one’s passion. This could enable a change that is not resisted when time calls. In many instances, teachers are faced with changes in their practice, sometimes which is challenging. However, in a situation whereby their interest is taken into consideration, resistance is minimal. McLaughlin & Talbert, (1993, p. 15 cited in Putnam & Borko, 2000, p. 8) make the point that a number of educational reformers have argued that for teachers to be successful in constructing new roles, they need opportunities to participate in a professional community that discusses new teacher material and strategies and that supports the risk taking and struggle entailed in transforming practice.

This therefore means that teachers need to allow themselves time to work together in preparing themselves to face a classroom situation. This principle by Givvin & Santagata aligns with their fifth principle that “provides opportunities for teachers to collaborate with colleagues and other experts to improve their practice”. This supports what is stated above, that educators work efficiently when collaborating as learning communities with common purpose.

In summarising this section, the principles described above paint a picture on how principles support teacher learning in professional development. These principles do not apply only to workshops, but also to other professional development models. It must however not be omitted that a teacher can learn on his/her own as an individual. These principles, which include activity, reflection, collaboration, passion and community or culture, further assist in directing this study in terms of guiding the researcher in ascertaining how teachers learn as they attend CAPS professional development workshops. The reality so far is that workshops are not adequate for teacher learning and teacher professional development. However, based specifically on the

intended study, the endeavour is thus to look at history CAPS workshops such that the exploration of how they learn is responded to. The following section pays attention to the history subject, since the study looks at how teachers learn as they attend history professional development workshops.

The next section of the literature review discusses the history curriculum in South Africa and the professional development needs of history teachers.

2.3 History Curriculum and History Education

The Department of Basic Education (DBE) introduced a new curriculum policy known as Curriculum and Assessment Policy Statement (CAPS) in 2010. With this policy, the DBE endeavours to maintain stability in the education curriculum. It is noted that the curriculum in South Africa has undergone a lot of transformation since 1994. History teachers teaching under the CAPS history curriculum are no exception to the need to acquire teacher professional development learning or assistance, because of the change mentioned. To date, CAPS is the document that is used as the curriculum policy. There is a notion that secondary school history curriculum that is offered through CAPS is the one that endeavours to return to “the forms of knowledge that experienced teachers would find more familiar” (Kallaway, 2012, p. 25). Kallaway notes that there has been very little research on the apartheid history curriculum, or a clarification of what was at fault and what needed to be changed (2012, p. 25). CAPS is said to be a “single, comprehensive and concise policy document, which will replace the current Subject and Learning Area Statement, Learning Programme Guidelines and Subject Assessment Guidelines for all subjects listed in the National Curriculum Statement Grades R-12” (CAPS History Document, 2011, p. 2).

Internationally, like in the United Kingdom (UK), through the recently published report by David Cannadine and associates, the importance of teaching history in schools is emphasised. It is remarked that “there has been considerable argument in favour of the teaching of history in schools and a reconsideration of a role of history in education” (Kallaway, 2012 p. 26). Counsel (cited in Kallaway, 2012) notes that teaching of history helps learners to attain knowledge that

fosters in them, “thinking, criticality and motivation” (p. 26). This statement blends in the notion of critical thinking in the teaching of history. However, this (critical thinking) could be a study on its own. For now, the focus is how teachers learn as they attend CAPS workshops.

What seemed to have prompted reforms in the teaching of history as a subject in South Africa was based on Christian National Education and Bantu Education, which were policies that were prevalent during the Apartheid South Africa. These systems emphasised rote learning which was about memorising the facts. It overlooked the notion of an in-depth understanding of history. “Critical understanding and learning in history is arrived at through an interrogation of the narrative, the events, or evidence related to the various interpretations of events” (Kallaway, 2012, p. 27). Therefore, critical thinking in history teaching necessitates the engagement of narratives, as well as a deep and clear understanding of events. The learners are exposed to the ability to attain meaningful learning and therefore, are able to transcend their knowledge to further enable to understand meanings throughout the world. This means that learners become independent thinkers.

According to Kallaway (2012, p. 27)

the new curriculum statement still seems to demonstrate a degree of confusion about what history teaching at secondary school should entail, how content should be selected and assessed, what it is precisely that is being reformed, and what objectives should be in a context where we need to give teachers much more clarity about the goals of history teaching.

According to Kallaway, the subject History has not been captured in the recent debates that aimed to upgrade South African education. He notes the fact that History was at some point “partially rescued by Asmal’s reforms in the Revised National Curriculum Statements (RNCS) of 2002” (p.23). This statement bears the implication that History as a subject was not taken as an important subject to be offered in South African schools. Lately, the CAPS curriculum of 2010-2011 intervened to correct the situation. Kallaway (2012, p. 23) acknowledged that “it has taken the CAPS curriculum 2010-2011 to put it back at the centre of educational picture by recognizing the importance of history as a key aspect of the worthwhile knowledge to be offered

at schools”. The CAPS document foregrounds a table of skills that need to be promoted such that historical knowledge is promoted.

Furthermore, it is essential to also focus on what the CAPS require of teachers in terms of content. What is the learning that teachers need pertaining to the application of their pedagogy and the manner in which they conduct the assessment? The UMALUSI document entitled What’s in the CAPS package: Social Sciences (2014), states clearly as to what is required of teacher content. The document addresses a number of topics and/or sub-topics represented in the curricula and the complexity and extent of cognitive challenge associated with the topics. Therefore, the pedagogy used in history should support learning as envisaged in the CAPS document. Teachers should be such that they understand the curriculum objectives that pertain to history teaching. Then teachers will be directed to implement relevant assessment.

History as a subject is important as it enlightens the learners to comprehend different corners of the world regarding political, social or economic developments. It is one subject that is believed to have power to instil knowledge comprising nation building. Roberts (2013, p. 16) notes that “nation building is linked to knowledge, with knowledge alone being seen as what is needed for democratic population and the maintenance of democratic values”. History is learned from many angles, namely local and global, both of which reflect from the past and present periods. Local refers to history as it focuses within the country, whereas global in this regard has reference to history as it begins to focus beyond one country and studying history internationally. Therefore, the deep understanding of the history content and the application of the pedagogy thereof is essentially indispensable for history teachers. Understanding the past has a potential of breeding the ability to understand the dynamics faced in the present, therefore enabling to determine what could be the character of the future. Therefore, “history is put to the service of understanding the present. It is this historical consciousness that is the strength of history, and the basis of the disciplinary approach to its teaching” (Roberts, 2013, p.16).

It is therefore important that curriculum is not separated from pedagogy. CAPS, as it informs the curriculum, must be clearly understood by the history teachers. Roberts (2013) notes that

pedagogy refers to the classroom activities that teachers design and which students engage with to develop disciplinary understanding.

On top of mastering curriculum and pedagogy, there is a need for teachers to be well versed in terms of assessing what is taught. Seixas (2006, p.1) remarks that “general curriculum statements about values of learning history are insufficient, unless those values inform our assessments”. The history content, in the case of Grade 12 and as part of FET phase, is selected so that learners develop a good overview of the key events in the world over the past 400 years. The pedagogic approach is subject specific in that it promotes enquiry as a skill to learners. History subject in Grade 12 has specifics in terms of assessment and as CAPS requires. It states that source-based questions, essays, research projects, tests and exams, are the contents of assessment. Therefore, what FET history teachers may need to learn in professional development workshops is how to conduct and implement these items in a classroom situation for the purpose of assessment.

2.4 Conceptual Framework

This research is informed by Shulman’s essay on professional development (2004), as well as other authors who describe the principles of good professional development. Shulman notes teacher learning is not an easy task. He emphasises that “unless we create the conditions for teacher learning, for every single reform that we initiate, even if it looks like it is working at the beginning, will eventually erode and disappear” (Shulman 2004, p. 519). CAPS is one of the reforms introduced in the system of education in South Africa and therefore, calls upon teachers to learn more. In particular, the study seeks to explore how teachers learn as they attend CAPS professional development workshops, which for the teachers is the new policy and therefore, a reform. The framework for analysing the workshop is a synthesis of the Professional Development principles from a range of studies. These have been described in an earlier section of this chapter.

2.5 Summary

In closing this chapter, there is some relationship between teacher learning and teacher professional development. While teacher learning, according to Kelly (2006), means a process by which teachers move from novice towards expertise in participation and teacher professional

development. According to Evans (2002), this means a process, which may be on-going or may have occurred and is completed. However, this does not mean professional development activities always lead to teacher learning. While it cannot be ascertained absolutely that workshops are effective in supporting teacher learning, workshops can help teachers learn to some extent. In this study, I will examine the extent to which the principles of professional development inform history teacher development workshops and how workshops support teacher learning; as well as their understanding of what is expected of them in terms of understanding history curriculum, pedagogy and assessment. Chapter 3 discusses the methodology employed in the study.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The aim of this study is to explore teacher learning in Grade 12 History professional development workshops. It aims to establish how the workshops reflect the principles of effective professional development, as well as the extent to which teachers learn new content and skills from attending the workshops. In this chapter, the research design and methodology employed in this study are explained in detail. These include the strategies and tools that were used to collect data. I explain how sampling was conducted and also the method used to analyse the collected data for the study. The discussion also engages issues of the ethical considerations, trustworthiness and dependability.

The study is guided by three key research questions which are:

1. What is the nature and the purpose of the professional development workshops provided for history teachers in the circuit?
2. In what ways do the workshops reflect the principles of effective professional development?
3. In what ways do teachers learn new content and skills from attending the workshops?

3.2 Research paradigm and approach

This study employed the qualitative research design. It followed the interpretive paradigm. The reason for that is, any researcher moves from premise of certain beliefs, hence, Guba, as cited in Creswell (2009), defines the research paradigm as “a basic set of beliefs that guide action” (p.6). It is a worldview that comprises knowledge about truth (epistemology) and the manner in which the researcher perceives a particular phenomenon. The interpretive paradigm was employed in this study as it focuses on the experiences of those who are being studied. It also touches on how they interpret their own professional learning. In the process, the researcher shares the feelings and interpretations of informants. The researcher aims to understand the situations in the way the informants do their learning. It is through interpretive paradigm that the researcher acquires

relevant and appropriate information which Neuman (2000) explains it as it helps to understand and describe “meaningful social action” (p. 71). The interpretive paradigm is “characterized by a concern for the individual, aims to understand from within the subjective world of human experience and, focuses on actions to ascertain the intentions of actors to share their experiences” (Cohen, Manion & Morrison, 2007 p. 21). Teachers have their own way of interpreting their realities where they work and therefore, the choice of using interpretive paradigm is ontologically based on the assumption that humans create meaning and make sense of their worlds (Neuman, 2000, p. 85).

Furthermore, the study employed the qualitative approach to explore the ways in which teachers learn in CAPS Grade 12 History professional development workshops. The relevancy of such an approach becomes appropriate, based on Kumar (2011) when he states that “when an area where little is known or you want to have a holistic understanding of the situation, phenomenon, episode, site, group or community” (p. 127).

3.3 Target population and Sampling

This study used the purposive sampling to select the participants. Sampling is a process of “choosing a smaller, more manageable number of people to take part in the research” (Dawson, 2007, p. 49). Purposive sampling, according to Bertram & Christiansen (2014) “means that the researcher makes specific choices about which people, groups or objects to include in the sample” (p. 60). The study drew from the experiences of five teachers from five different schools in the area of Khumbula Circuit. The selected teachers are high school history teachers and they attended the CAPS professional development workshops. Also, these participants were of different gender and their experience in teaching is not the same. Three of these teachers have taught history for more than fifteen years. One teacher has an experience of nine years while the fifth teacher has five years’ experience. The choice of these teachers was expected to render different views pertaining to teacher learning. I also interviewed the history subject advisor.

3.4 Data generation instruments.

In the generating data in the study, three methods were used. They are semi-structured interviews, document analysis and observation.

3.4.1 Semi-structured interviews

One of the data generation methods used in this qualitative study was the semi-structured interviews. Bertram & Christiansen (2014) describe an interview as a conversation between the researcher and the respondent. It is not similar to any general conversation that could happen between people, as the researcher leads the process. Interviews may be structured or unstructured. In a structured interview, “the researcher uses an interview schedule, which is a set of questions in a predetermined order” (Bertram & Christiansen, 2014, p. 80). In such an interview, the respondent may be required to render answers that are in the form of ‘yes or no’ or just one word answers. Alternatively, structured interview may require open-ended responses.

The unstructured interview means that the researcher may simply introduce the topic or main research question, then let the respondent answer in the way that he or she would like. In this type of the interview, the researcher as an interviewer listens attentively to the respondent as he/she responds, and the researcher probes for more information where required. This type of interview is also called qualitative interview. In the words of Brenner (2006) it “gives an informant the space to express the meaning in his or her own words and to give direction to the interview process” (p. 357). My study employed the semi-structured interview as it allowed teachers as respondents to articulate themselves clearly regarding what they learn from CAPS professional development workshops.

Kvale (1996 cited in Brenner, 2006) emphasizes that because the interview is an interactional relationship, both the informant and the interviewer are engaged in an ongoing process of making meaning. The researcher employed different strategies in facilitating the process of interview. Such strategies are undertaken because interviewing is “one of the most common and powerful ways in which we try to understand fellow humans” (Denzin & Lincoln, 2008, p. 118). It is also stressed that the importance of interviews is to find out about the experiences of people and meaning thereof. Interviews allow a dialogue which serves as communication between

people of different origin. It makes them speak to each other on the same level without judging each other. Creswell (1998, p. 124) highlights that for individual interviews, the researcher must find participants who are willing to speak and share ideas. This causes researcher's work to be easier as his/her respondents are willing to share whatever they perceive about the study. In this regard, the interviewer must make it a point that he/she values and appreciate the input of the respondent. This will reciprocally encourage a positive attitude by the respondent.

Since my study used semi- structured interviews it required that I prepare a list of questions with which I had to guide the conversation. What was expected here was that History teachers would share their experiences with regard to the attending of Grade 12 CAPS history professional development workshops. The endeavour would be to collect data regarding teachers' knowledge and beliefs about their learning. In this regard, Kang, Orgil, & Crippen (2008) emphasize that identifying teacher's knowledge and beliefs can be obtained through qualitative methods such as interviews. The interviews were recorded with an audio-recorder and accompanied by field notes. The recordings were then transcribed for the purpose of analysis. One educator opted to be interviewed without audio-recorder.

Cohen, Manion, & Morrison (2007) note that interviews are important as they allow knowledge to be generated between humans through conversations. Through this process, those participating in the interviews communicate their feelings and experience. In this view, the researcher encouraged the participants to share their experiences in all possible ways. Also, given that I am a History teacher like them, I wanted to believe that I would not be a threat to them as an interviewer. Instead, it would render them a sense of security and trust. This was prompted by the fact that as a History teacher too, I could open up about my teaching experiences to them. It was a reciprocal situation. This confirmed that semi structured interviews would suit my study because according to Maree & Pietersen (2010, p. 161), participants are likely to give detailed responses. In this way, I would have created a good, relaxed and openness with the respondents. I allowed respondents to respond fully and make additional contributions. The five teachers were gathered from those who had attended workshops in the Khumbula circuit.

3.4.2 Document analysis

The second method of data generation that was employed in this study is document analysis. The documents that are related to the subject in the study were used. These documents involved CAPS document on History curriculum, workshop documents and worksheets, as well as the communiqués developed by the subject advisor. Cohen et al. (2007) asserts that the use of document analysis helps the researcher to reach inaccessible information that could not be revealed in the interviews. The analysis focuses on the relevance and contribution of these documents to the professional development workshops.

3.4.3 Semi-structured observation

The third method of data generation employed in this study is the semi-structured observation. According to Bertram & Christiansen (2014), unstructured observation means writing a free description of what the researcher observes, (p. 89). The researcher could not write everything that is observed but could be in the position to cover what is required by the study. Thus, the observation was semi-structured as it focused on the characteristics of effective professional development activities. It was considered useful for the study because it “have agenda of issues but will gather data to illuminate these issues in a far less predetermined or systematic manner” (Cohen et al., 2011, p. 454). The researcher observed workshops wherein CAPS professional development programmes in history subject for Grade 12 are dealt with. This helped to corroborate the data that would be gathered during the interviews with the participants. Also, the researcher assumed the status of being a participant observer as he is also a history teacher in the circuit. A participant observer is a researcher who is both participating in the activities and observing for research purposes. The following table indicates how data from observation and interviews were gathered in order to answer the research questions.

Research questions	Data generating method	What kind of data was collected?	How was data analysed?
What is the nature and purpose of the professional development	Observation of 4 workshops	Field notes	Using the principles of effective PD, synthesized from the literature

workshops provided for history teachers in the circuit			
In what ways do the workshops reflect the principles of effective professional development from the literature?	Observation of 4 workshops	Field notes	Using the principles of effective PD, synthesized from the literature
In what ways do teachers learn new content and skills from attending the workshops?	Interviews with 5 teachers. Interview with subject advisor (workshop facilitator)	Voice recorded information, plus field notes. One educator was not voice recorded	Drawing from teachers' perspectives on professional development and learning as they were interviewed.

Table 1: Research questions and data generation methods

Furthermore, observation helped in corroborating the actions of the participants in the research with their words as they responded to the interview questions and to see in what ways the workshops reflected the principles of good professional development. It became forum whereby as the researcher, I was able to build a rapport with the participants. I knew most of them since I am also an FET History teacher in the same vicinity as theirs. In the process of participant observation, the researcher found the space creating trust with the participants. To be a participant observer paved the way for the interviews in the study in that the participants would therefore be motivated to tell the researcher what otherwise they might have missed during the interviews. In the words of Glesne (1999), participant observation provides the opportunity for acquiring the status of a trusted person. In such a situation, a researcher is able construct interview questions that are related to the behaviour that is known to him/her. The responses that develop out of such interview questions are therefore better interpreted. It was also good in developing a sound relationship with the participants. The aim of participant observation was to

gain an understanding of the research setting and the behaviour of the participants. Therefore, the researcher had to provide himself ample time in the process.

Field notes were taken during participant observation. When taking field notes during observation, I became open minded, which is to say that the research problem did not control what I observed, but I did not lose focus of my research questions. Also, the effective principles of professional development assisted in guiding the way I observed in the workshops. However, the analysis part of the study is expected to sift and filter all information considered relevant. Therefore, during observation, I noted among other things, the participants' age, gender, social class and ethnicity. I wanted to observe what activities took place in the workshops, how long each activity lasted and that because there were different activities, I also checked according to their categories as to which activities they were interested in, as they were divided into different groups. I also noted what the teachers did and said and in terms of grouping, how they interacted and what they talked about.

3.5 Data analysis

The collection of data was done through audio recording and information was then transcribed on paper, followed by reading through, with the view to check whether it was complete, accurate, consistent or relevant. The participants were given the chance to read the data collected from them. The data were then assembled to create what could be well meaningful to the reader.

The interview transcriptions and the field notes from the workshop observations were then organized and analysed. This was done by arranging the data in a manageable form. This meant therefore that the researcher should always be observant as to how many informants agree on a certain point posed by the research question. This meant that there was a great comparison of responses generated during data collection. Therefore, the responses were categorized according to the different themes which were formulated by the way of interview questions.

Moreover, the analysis on the extent to which the principles of professional development informed the teacher development workshops and how it supports teachers learning was considered. Chapter two of this study made an explicit discussion on the two aspects, namely the

principles of professional development, the two basic processes and the three dimensions of learning. This means that each workshop was analysed based on each principle of professional development, checking whether it (the workshop) matched with the requirements of the principles.

3.6 Ethical considerations

When conducting research, it is important to consider the aspect of dealing with human beings and as such, to be sensitive to the rights of others. Cohen *et al.* (2007) define ethics as “a matter of principled sensitivity to the rights of others, and that, while truth is good, respect for human dignity is better” (p. 58). It was important that before I began to conduct the study, I had to seek permission from the relevant authorities, namely the Department of Basic Education and the University of KwaZulu-Natal. The application to conduct the research comprised the purpose of the study, name of researcher, supervisor and contact details. On reception of permission, I then started the process of consulting with the participants. Among other things, I requested them to participate in the research study. It became my responsibility to explain to them about the nature and purpose of the study. Interview appointment dates were set. The communicate I gave to the participants stated that they had a right to confidentiality and that they would remain anonymous. It also stated that being a participant was voluntary and they could withdraw from the study at any time. Their participation would be a private matter. The name of the district and the participants’ names are pseudonyms to protect their confidentiality.

Before the process of interviewing, I issued a consent letter which the participants had to sign. In the consent letter, it was indicated that voice recording was to be used for data collection. The participant had to indicate whether he/she wanted to be voice recorded. Four participants agreed to be voice recorded, while the fifth participant refused. In that case, the researcher had to take notes. All participants were ensured that the information they would render would only be used for the purpose of the study.

I visited all the participants at their schools. They preferred being interviewed at school because it was convenient for them. We used periods after school hours. Their schools have afternoon study sessions. It was also important that I received permission from the Principal of each

school. The subject advisor was interviewed in his office. After audio recording all the interviews, I transcribed all of them.

3.7 Trustworthiness and dependability of data

Since this is a qualitative study, I looked at trustworthiness, dependability and transferability instead of validity, reliability and rigour. Botes (2003) describes trustworthiness as related to the standards of truth and value, as well as the neutrality of the research. On the other hand, dependability refers to the consistency of the research findings, while transferability refers to the applicability of the research findings.

In order to increase the trustworthiness of this study, I opted to use three data collection instruments, and they are semi-structured interviews, document analysis and semi-structured observation. The information collected using these instruments was thoroughly checked to weigh its relevancy against the study. Teachers and the subject advisor who were participants in the study were allowed a chance to check the interview transcripts to verify and confirm their interview inputs. I further ensured that collected data are stored in a safe place and that they are readily available for verification upon request by any interested party.

3.8 Anticipated Problems/Limitations

The research was based on five teachers teaching history. It was expected that I would at some time, be barred from accessing time out for research work from my school because of my work descriptions as a Principal of a school. The Circuit officials insist that Principals must never leave their schools unless authorized by the DBE. The informants are teachers and therefore, could not be disturbed during their contact time. However, effort was made in ascertaining that optimal data was acquired, hence the option to use time after school. The findings gathered from the five teachers are not generalizable to other contexts.

Furthermore, I am the History teacher and a Principal of one of the schools that fall within the vicinity where schools of the teachers whom I am interviewing are situated. Again, my position of authority could also affect the study as the informants were probably post level one. However, I tried hard to be as objective as possible. I took the advantage that despite being a Principal, I

am also a History teacher. However, again it would be advisable if the researcher took the position by Henning et al (2004, p. 85), that is to assume being “practitioner researcher” and “bracketed” my own opinions, knowledge and experiences, which he holds about the teacher learning phenomenon.

3.9 Summary

Chapter three focused on the research methodology and design of the study. In this chapter, I discussed the form of explanation the research paradigm employed in the study. Also, it has been clearly stated that the study is a qualitative approach. The data collection techniques and analysis, including the justification of my choice is also explained. The manner in which participants were selected is explained. Lastly, the chapter discussed the limitations, challenges, dependability and ethical issues used throughout the study. The next chapter presents the findings of this study.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

The aim of this study was to explore the purpose and the nature of the professional development provided for history teachers in the circuit, describing the ways in which workshops reflect the principles of effective professional development (as synthesized from the literature) The study also aimed to ascertain how teachers learn new content and skills from attending the workshops. This chapter presents the findings of data generated from the interviews conducted with five teachers and one History subject advisor. It also derives information from the observations done during workshops conducted by the History subject advisor from the DBE.

As explained in Chapter three of this study, participant observation provides the opportunity for acquiring the status of a trusted person (Glesne, 1999). I used the participation observation method in order to clearly corroborate the actions of the participants in the research with their words as they responded to the interview questions. I used this method to gain and build rapport with the participants and by so doing, trust was developed. In analysing each of these workshops, I chose to use the effective principles of professional development as the criteria. Below is the table that displays the research participants characteristics and they are given pseudonyms to hide their real identification. The list on the table is arranged according to age, gender, race, qualifications, grades teaching and subjects teaching.

Table 4.1 Research Participants

PARTICIPANT NAME:	OYAMI B. (EDUCATOR)	LION R. (EDUCATOR)	JOMBA L. (EDUCATOR)	MKHIZE A. (EDUCATOR)	NGENA B. (EDUCATOR)	DR SP (SUBJECT ADVISOR)
AGE GROUP:	45-55	45-55	35-45	35-45	45-55	45-55
GENDER:	Female	Male	Female	Female	Male	Male
RACE:	African	African	African	African	African	Indian
QUALIFICATIONS:	Post-graduate	Post-graduate	Post-graduate	Post-graduate	Post-graduate	Post-graduate
GRADES TEACHING:	8, 9, 10, 11 & 12	8, 9 & 12	8, 9 & 12	10, 11 & 12	10 & 12	N/A
SUBJECTS TEACHING:	Social Sciences, English 1 st Add. Lang. & History	Social Sciences & History	Social Sciences & History	Social Sciences & History	History	N/A

The five teachers who participated in this study were working in different schools in Khumbula Central Circuit under Indalo (pseudonym) District, during the time of the study. All participants share equivalent teacher qualifications in that they are post-graduates. Their teaching experience varies between 13 and 18 years. This chapter presents the insights into the kinds of professional needs that the teachers have and the skills that they learn as they attend the professional development workshops that are arranged by the DBE. The presentation is organised to answer the three research questions of the study. The three questions enquire about nature and purpose of professional development workshops, how workshops reflect the principles of effective professional development, and what do the teachers learn regarding new content and skills from attending the workshops. The responses are presented in the form of responding to the interview questions that were directed to the participants. These responses are themed such that they clarify the way in which the teachers learn in these workshops. The presentation of data is done in a

narrative form, because the study is interpretive. As the presentation unfolds, the participants' voices are heard in the form of direct quotations. I do this in order to display similarities and differences regarding their understanding of their experiences.

4.2 The nature and purpose of professional development in the Khumbula circuit

Before the end of each year, the Teacher Learning Services in the District issues a circular to all circuits that fall under its jurisdiction. The circular contains the programme of development workshops which are to take place the following year. Such a circular prepares teachers for the workshops in the following year. The management of the school is thus able to arrange for the absence of a teacher due to the workshops. The nature and purpose of professional development workshops is meant to orientate the teachers about what is to be taught throughout the year. The teacher is further developed on matters pertaining to how some subject topics could be presented in the classroom, how assessments are conducted, how to tackle some subject topics and how they are taught to learners, as well as how teachers can work with other teachers within and outside their schools. The workshops under review in this study are History workshops which are conducted by the Subject Advisor. The workshops described here are Orientation workshops, Moderation workshops, History final examination papers 1 & 2 memoranda discussion workshops, and workshops for the new history teachers. Below is the discussion on the nature and the purpose of each workshop, as well as the analysis based on the principles of effective professional development. The section below describes the range of history workshops that were offered in 2015 in the Khumbula circuit.

4.2.1 Orientation workshop

The intention of this workshop was to give direction to teachers regarding what was supposed to be done during the year. It was also intended to assist those teachers who are introduced to teach grade twelve for the first time. It took place over two days, that is the 11th and 12th of February 2015, in one of the High schools in the district. Teachers who attended this workshop came from different schools that are under the Khumbula circuit management centre. The teachers who participated in this study work for the schools that fall under Khumbula central circuit. The

overall number of teachers who attended this workshop was thirty. The focus of the workshop was on the work that would be assessed during quarterly and final examination.

The subject advisor as the facilitator of the workshop organized activities for the teachers who were in attendance. The workshop started at 08:00 in the morning, and it was supposed to end at 15:00. Before it commenced, some of us assisted the subject advisor to assemble the equipment to be used to facilitate the workshop. At about fifteen minutes after eight o'clock, he checked whether we might begin. He introduced the workshop for about five minutes. Then he made a range of points which were presented in the form of a lecture for forty-five minutes. He highlighted the purpose of the workshop, which was to inform and update history teachers as to what is expected of them in terms of what to teach; the resource material which the teachers should have; the assessment methods; how to use IT material in class; how cluster meetings should be conducted; and how do teachers communicate with the subject advisor. We were also allowed time for tea break for thirty minutes. At 11:37 of the first day of the workshop, we were given activities, from which we were supposed to give feedback in form of presentations within the following hours. The activities comprised how to work with source-based material and how to tackle essay questions in the classroom. The teachers were divided into groups and each group would provide a presenter during the presentation session. After the presentations, the subject advisor summed up the whole activity for the first day and issued out notes for all activities.

The following day marked the continuation of the previous day. The subject advisor again issued information documents and conducted the lecture. The information documents consisted of lists of topics to be taught in a year, the assessment forms and the History research document. The lecture that the subject advisor conducted was based on rendering the summary on the activities (that is, how to teach both essay writing and source based tasks) that were given to teachers. Activities were done by the teachers and presented afterwards. These activities included how to mark essays and source-based questions, how to analyse the history sources and how to go about collecting data for the History research assignment. The workshop was characterised by the collaboration of teachers in doing activities. Some teachers confessed to the fact that some topics on the subject history were clearer after working together on them. This working together of teachers and confession to have gained a clearer understanding on some topics corroborated with

their responses during the interviews with the participants, that the professional development workshops were useful to them.

The following section analyses this workshop using the five characteristics of effective teacher development described in the literature review. In terms of activities, on the first day there was forty-five minutes allocated to a lecture on three topics. Those topics were on how to mark an essay and source-based questions, how to analyze a source in History and how to do research assignment. We also had twenty-five minutes allocated to teachers doing a source-based activity and they were expected to give feedback in form of a report in a plenary session within the workshop. As they collaborate on those activities, dialogue among them was promoted. This was a learning activity for teachers as most of them realised that some information was missing and after the activity, they felt developed.

In terms of reflection, the teachers were expected to indicate whether the workshop with activities and presentation were useful. This would assist the Subject Advisor as the facilitator to decide whether such professional development workshops were necessary in future. The indication was such that teachers found the workshop useful and they gave suggestions which would see some new developments, such as calling workshops on Saturdays and public holidays. The reason for such call was that teachers were reflecting on their own teaching and assessment practices, thus becoming very eager to have more professional development workshops so that they were able to improve their work.

In terms of teachers reflecting on their own practices, one opportunity for this was when the teachers had to design their own source-based questions on a source provided in the workshop. Teachers could reflect on their own ability to design appropriate source-based questions and could think about whether they were able to formulate questions at the correct levels (CAPS assessment guidelines provide for three levels of source-based questions – level 1 is recall and definitions, Level 2 is interpret, and Level 3 is evaluate).

The subject advisor provided clear information about how to write an essay and stressed the importance of taking a line of argument throughout the essay. That enabled the teachers to reflect

on how they presently taught essay-writing, as well as to recognise that they could do this differently. In as far as collaboration was concerned, the teachers showed high levels of interest in working together when they were offered a chance to work on activities. They were offered the opportunity to work on essays and source-based materials. They were working on how to assess and translate marking rubrics on these activities. This gave rise to a suggestion that some schools at the close proximity should encourage the formation of clusters which will then enable them to collaborate.

In general, the teachers in the workshop showed passion and commitment. They were motivated to take part in all activities presented.

4.2.2 Moderation workshops

Moderation workshops take place three times in a year. Each moderation workshop conducted by the subject advisor is informed by cluster workshops which are conducted by teachers called cluster coordinators. When gathering for each workshop, the subject advisor checked and verified whether teachers had assessed relevant assessment tasks of the syllabus and to ascertain if, in terms of the CAPS curriculum, the teachers had set the tests or examination papers correctly. Each workshop took place after each quarter of the year, up to the third quarter. Each workshop was attended by the same teachers who attended the orientation workshop. Each workshop began at 12:00 noon and ended at 15:00. The same venue was used for attendance as in orientation workshop. The agenda of each day comprised, among other things: the signing of the register, issuing of history documents that comprised Grade 12 History content and question papers, collaborating on doing activities, as well as the lecture by the subject advisor. During collaboration, the teachers worked on how to phrase questions for source-based activities and essay writings, how to analyse sources, how to compare and contrast the sources and, how to write and argue facts when writing an essay. Figures 4.1 to 4.5 below were extracted from the workshop workbook for the task that teachers had to do. The Subject Advisor used these worksheets to show teachers in the workshop how to select sources for assessment, and how to develop questions. It was the same thing with regards to essay writing. Some of these worksheets were used to appraise teachers on how to formulate an essay question. The subject advisor succeeded in getting teachers to collaborate. He further recommended that teachers should work

together even at the cluster level. This correlates with participants indicating in their interviews that they learn new content and skills by asking other teachers.

In terms of analysis based on principles of effective professional development, the moderation workshop did not differ much from the orientation workshop. Unlike the orientation workshop, the moderation workshop had limited time since it began at 12 noon and continued for three hours. In terms of principle of activity, teachers were given about fifteen minutes to work on a certain activity, which at the same time involved the principle of collaboration. This activity had to do with how to create an essay question. It was interesting to see that teachers had increased the pace of participation in activities, despite the limited time. Their reflection showed that they were familiar with the work in History subject syllabus, that is, the source-based tasks and essay writing. Teachers were allowed to reflect on their classroom practices. They would share how each of them apply the teaching method when required to teach the writing of history essay or reading and answering history source material. Other principles of effective professional development could not be reflected during the workshop.

2.1.8 A TYPICAL SOURCE BASED QUESTION - LAYOUT

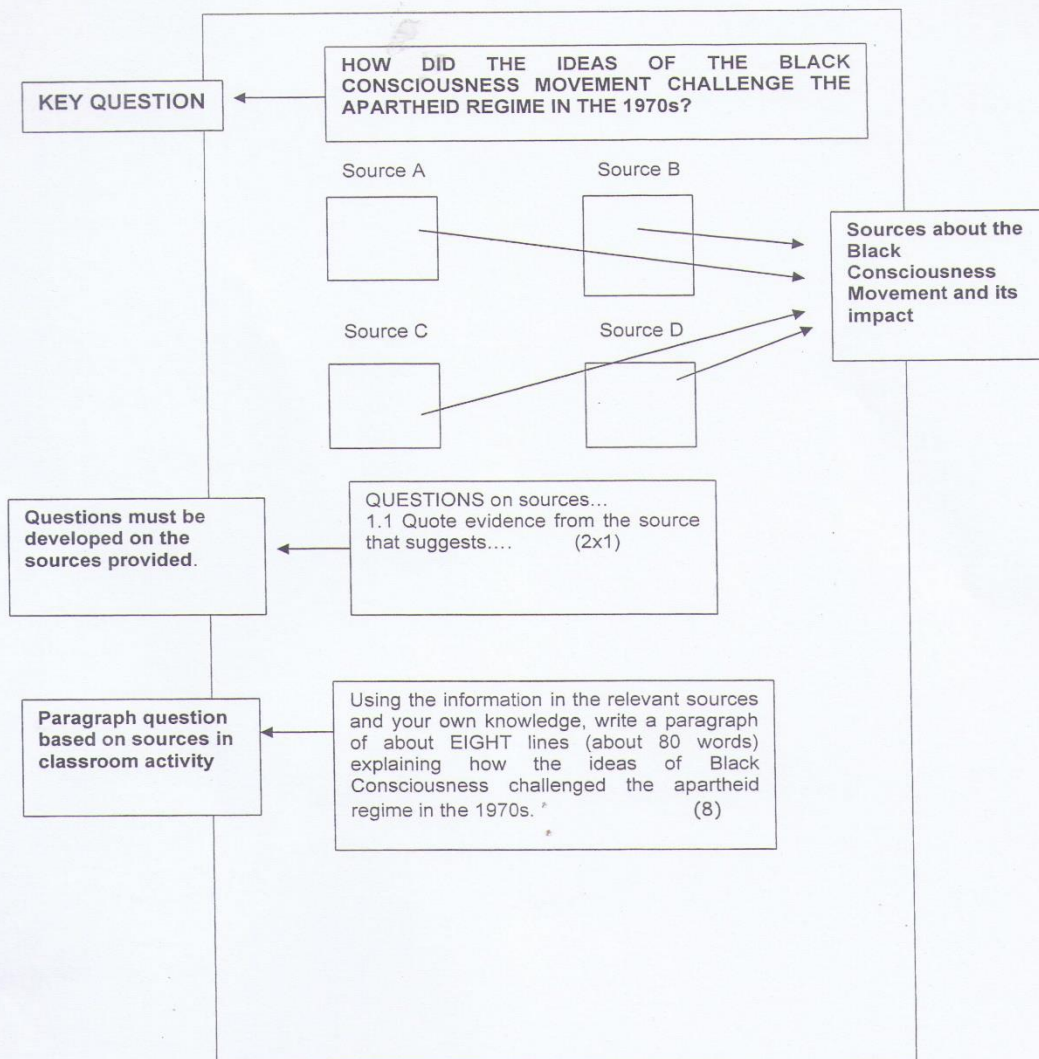


Figure 4.1: Source based questions

2.1.9 PARAGRAPH QUESTION

The final question in ALL source-based questions will be a paragraph type question.

Let's look at some suggestions on how to answer a paragraph question.

- Always keep the question posed in your mind.
- When answering a question refer to a source one by one.
- Your answer should be to the point and focused, remember it is a response to a paragraph question.
- NB, DO NOT copy information directly from a source, rather say, according to the evidence in Source 2A '...', put the words you take from a source in inverted comma's. Copying directly from sources is unacceptable and will result in failure, it is advisable that you use your own words.
- However, learners must indicate which source the information comes from i.e. Source 1A. Credit will be given to learners that make reference to information in the sources as well their own knowledge.
- Paragraph questions maybe worded to focus on broader historical issues/events
For example: explain the role, impact, causes, effects or comment on the significance of a specific historical event that is related to the key question.
- An example of how a question may be phrased in a test or examination:
Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining to what extent the USA was responsible for the Cold War in Europe.
- The template below gives guidance on how to plan and answer a paragraph question.

Topic	
The Cold War: The Origins of the Cold War	
Question	
Explain to what extent the USA was responsible for the Cold War in Europe.	
Historical evidence to support the statement	Historical evidence that is against the statement
Use the above evidence to write the paragraph: To what extent do you agree with the statement.....?	
I agree with the statement to a certain / large / small degree / partially because	

Figure 4.2: Paragraph questions

RUBRIC USED TO ASSESS A PARAGRAPH TYPE QUESTION

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows no or little understanding as to the extent the USA was responsible for the Cold War in Europe • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0 – 3
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding as to the extent the USA was responsible for the Cold War in Europe • Uses evidence in a very basic manner 	Marks: 4 – 7
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding as to the extent the USA was responsible for the Cold War in Europe • Evidence relates well to the topic: Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 8 – 10

3. ESSAY QUESTIONS

This is Section B of the question paper. All essay questions require learners to take a line of argument and support it with relevant historical evidence. Therefore in preparing an essay the following must be taken into account:

- Structure - the line of argument should be logical and written in a coherent manner.
- The supporting factual evidence should be relevant, organised and connected chronologically to the line of argument.
- The line of should be relevant and sustained throughout the essay.
- Ensure the has an introduction, a coherent and balanced body of evidence and a conclusion.
- The template below gives guidance on how to plan and answer an essay question.

Figure 4.3: Paragraph marking rubrics

HINTS ON HOW TO STRUCTURE AN ESSAY

- Write the question posed in full below:

- Read the question carefully to get a grasp of what is required.
- Thereafter underline/highlight the key words.
- Make brief notes of the concepts/terms/dates that may require further clarification/ explanation?
- Draw a bubble/spider diagram which will serve as a map to unpack the question and would give you direction on how to answer the question.

INTRODUCTION 5 to 10

- Should be about ten lines.
- Here you should indicate your line of argument/ contextualise the question and state how you intend answering the question.

PARAGRAPH 1:

- In the first few sentences of the paragraph make your point clearly/concisely.
- Develop/ support this point with historical evidence/details eg. dates, facts, events that you gathered from reading your notes, textbook or other sources.
- In the closing paragraph, go back to the essay question that was posed and/ build up your argument for the next paragraph.

PARAGRAPH 2:

- In the first sentence of second paragraph check if you have made your point.
- Ensure there is a link between the first and second paragraphs
- Develop/ support your line of argument with historical evidence/details
- In the closing paragraph, go back to the essay question that was posed and/ build up or link your argument for the next paragraph.

REPEAT THE ABOVE STAGES FOR EACH PARAGRAPH IN YOUR ESSAY

CONCLUSION:

- Should be about 10 lines and must be convincing.
- Round off your argument by reverting back to the question.

Figure 4.4: Hints on how to structure an essay

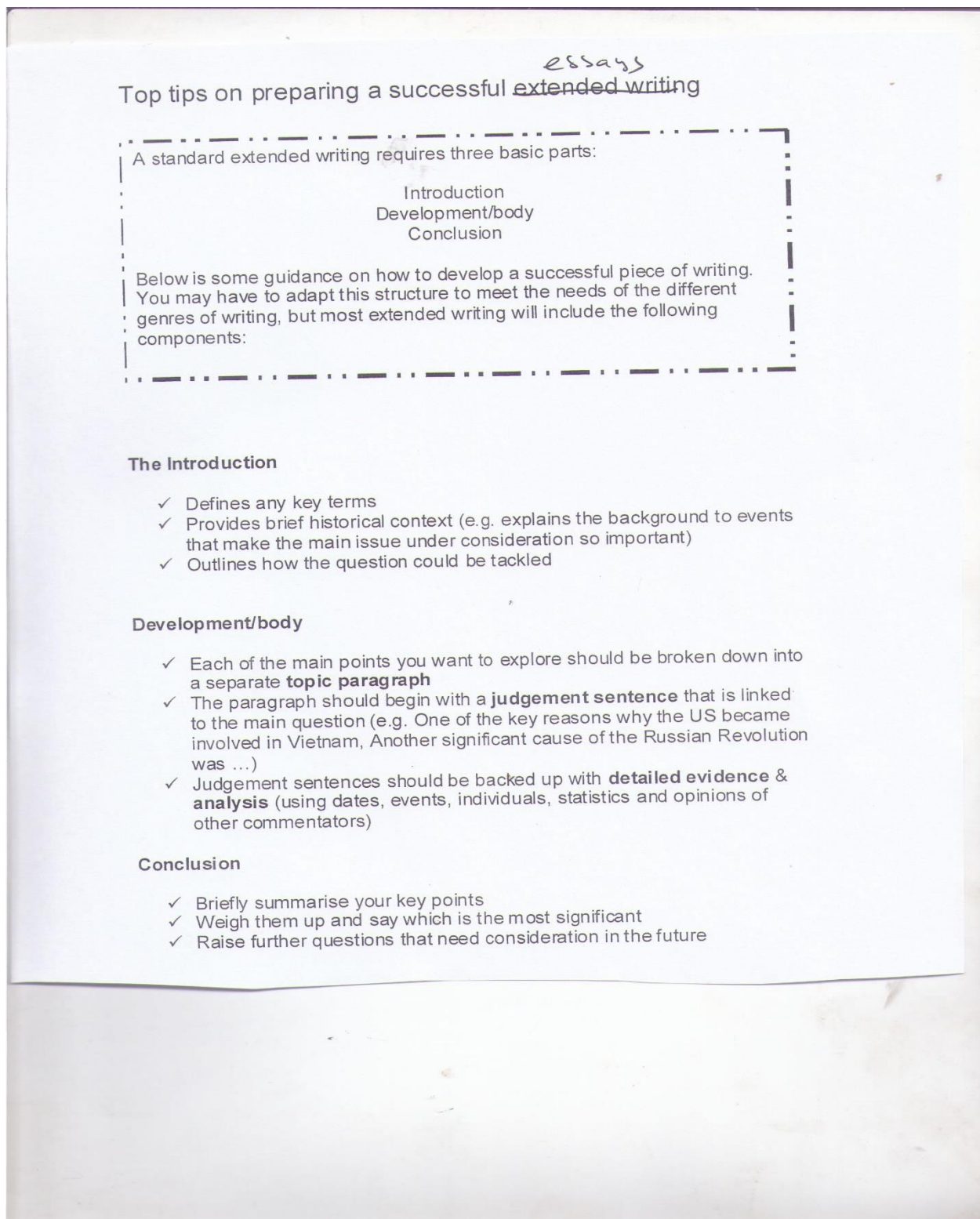


Figure 4.5: Tips on preparing a successful essay

4.2.3 History final examination papers 1 & 2 memoranda discussion workshops

The purpose of these workshops was to discuss the two examination papers written by grade twelve history learners, as a final examination in November 2015. The two workshops took place in a local Education Centre and they were attended by twenty-five teachers who were appointed as markers. Three of the participants in this study also attended these workshops. The focus was on how teachers as markers, should approach assessing learners' examination answers against the memorandum. Teachers were reminded of how assessment and marking were tackled during the workshops that took place during the course of the year. They were given activities which they had to present as groups and then these were followed by discussions. The groups were each given eight minutes to do the activity and three minutes each to make presentations. The activities involved groups of teachers given either an exemplar of a source-based task, or paragraph task, or essay task which they had to mark using the History marking rubrics. The subject advisor spoke for thirty-five minutes about the importance of participants grasping the essentials of being a marker, as that impacts a lot on the future of the learners. The teachers commended on gaining a lot from working in groups, as some were sharing information with other teachers who had been markers for a long time. The subject advisor also issued draft copies of memoranda for teachers to further work on, before they partook in actual marking.

The workshops, to a greater extent, reflected some effective principles of professional development in that teachers, as participants in the workshops, were afforded the opportunity to participate in the activity of essay writing. In the process, they were collaborating. It was interesting to note as their reflection, that they indicated that the expectation pertaining to marking was clearer. Teachers were able to reflect on the way in which they were marking and realised that they were not following the history marking rubrics correctly. They realised that they needed to provide comments, as provided in the history assessment document.

4.2.4 Workshop for the new history teachers

This workshop was supposed to be attended by all teachers who were teaching history for the first time in 2015. It was attended by twenty-two teachers. The purpose of the workshop was explained by the subject advisor as follows: to equip teachers in the teaching of history; to brief the teachers on the information pertaining to history being a compulsory subject and, to inform

the teachers on how other schools do best in attaining excellent results in history. The focus was mainly on the history document (which contained the topics as per syllabus and the sample of questions) issued during the workshop, which served the purpose of outlining the content to teachers. The subject advisor requested one of the experienced educators under Indalo District to give a presentation on issues that characterise the subject and how some topics, as well as learners' attitudes, can be handled. The issues included among other things, the perspectives that are there, regarding learners that are taking history as their subject. For example, the perception is that history as a subject is for the learners who are 'not clever', which means that the subject is undermined. It is the perception that is situated mostly among the teachers. Teachers were afforded the opportunity to interact and engage with the information given during the presentations. The subject advisor emphasised that teachers should be passionate about the teaching of history subject so that they attain the best results.

In about fifty minutes, the subject advisor worked through the document that dealt with how to respond to the History essay questions and source-based questions (see Figures 4.1, 4.4 & 4.5). Noticeable during the subject advisor's lecture were the skills and topics that were to be mastered by the history teachers. Most of these skills were those which were mentioned by the participants in this study during the interviews and they included interpretation of sources, phrasing of questions for both the sources and essay writings, evaluation and skills to compare and contrast. The teachers learnt a lot from the subject advisor. The teachers in attendance of the workshop were allowed time to work together on the activities that were extracted from the subject advisor's lecture document. Teachers were given source-based material and they had to read and formulate questions with a memorandum. Teachers marked those tasks using the history marking rubrics. The aim was to evaluate their understanding with regard to the presentation delivered by the subject advisor. This evaluation by the subject advisor relates to the two effective principles of professional development which are principle of activity and principle of collaboration.

In analysing this workshop, the teachers were offered the opportunity to engage in some activities and as they were doing those activities, they were collaborating. The subject advisor also stressed the point of being passionate, which therefore related to one of the effective

principles of professional development in this study: the principle of passion. However, that did not mean that the teachers were in fact committed to the process. As the workshop came to an end, the teachers indicated confidence as history teachers.

4.3 Teachers' perspectives on professional development and learning

In section 4.2, I have described the nature and purpose of the four workshops that I observed and analysed using the characteristics of effective professional development. In the next section, I draw from the interviews with the teachers and the subject advisor, while at the same time arranging the data according to the following themes.

4.3.1 How teachers meet their professional development needs

This section discusses the ways in which the teachers meet their professional development needs. The teachers rendered different responses. However, what appeared common amongst most of them was the point of consulting other teachers and reading different books. The other responses pertained to searching information from the internet and attending workshops. One of them, Mr Lion put it as follows:

I usually read different books and also I do (eh) research on different sources on the internet, I also consult other teachers if I experience problems on CAPS knowledge.

This action or activity by teachers relates to one of the effective principle of professional development called collaboration, which is one part of the conceptual framework for analysing the professional development workshops in this study. Shulman (1997, p. 515) explains collaboration as a means for a teacher to gain more knowledge or information, as he refers to it as a marriage of insufficiencies, not exclusively “cooperation” in a particular form of social interaction. He further argues that there are difficult intellectual and professional challenges that are nearly impossible to accomplish alone, but are readily addressed in the company of others. This notion emphasises the fact that teachers are on the right track if they work with other teachers to meet their professional development needs. Moreover, what the teachers indicated was that, what they are doing as a way of acquiring information for their subject is related to another principle of professional development: the principle of activity, which is subsequently

followed by the principle of reflection as they meet either as clusters or circuit to reflect on their own practice and to improve on it. For example, how to find useful information from the internet.

It was interesting to note that the subject advisor also strongly believed that teachers attended the professional development workshop in order to satisfy their professional development needs. He noted that some of these teachers came as novice teachers who wanted to be helped to cope with the curriculum, while others are experienced teachers who had felt that CAPS had created gaps in their knowledge by, among other things, the introduction of new topics. In his own words, the subject advisor explained the professional needs of teachers as follows:

...the workshops that I have for History educators in Indalo District (eh) I have a 100% attendance if I put a 132 schools (meaning that if he invites 132 schools, all 132 schools attend the workshop), I get a 132 teachers attending the workshop. Simply because they get value for money for workshop and I think teachers (eh) although they get certification by University in terms of the content knowledge, but the actual teaching practice, in other words how do they take that certified qualification they have and articulate that qualification in the classroom...

The subject advisor also noted that as he met with the teachers in the professional development workshops, he had an obligation to meet their professional needs as well. He came prepared, having thoroughly done needs analysis so that the teachers are encouraged to value these workshops. The factor of motivation which is mentioned by Illeris (2009) was witnessed in the way the subject advisor encouraged the teachers to attend the workshop by the way he did his presentations. His presentations derived from the reflection by the teachers when they informed him of what they gained from the workshop and the type of information they required from the workshop. Therefore, according to the study analysis one of the effective principles of professional development is covered.

Furthermore, there seemed to be corroboration between the teachers and the subject advisor regarding how teachers' professional needs are met. This situation was witnessed when they were interviewed. It shows that there is a great understanding between the teachers and the

subject advisor. The subject advisor believed in doing needs analysis before he decided on hosting any kind of workshop. In his own words the subject advisor said the following:

...attend(ing) workshops eh I think that is in one way in which they attend their professional needs, obviously by resources, they obviously network with other colleagues. They obviously enrol for further studies, they do a multiplicity of things to ensure that they are up to speed in terms of upbringing that knowledge basis as well, they get DVDs and, now with internet we have things like eLearning so all those things assist teachers to capacitate themselves to have broader construct of historical knowledge, so that they can use that knowledge to be better teachers in the classroom situation. So there are a variety of ways eh in which teachers get to upgrade themselves with regard to enhancing that knowledge as well.

Teachers shared resources in a number of ways and most of these were learnt from the subject advisor when he was conducting the workshops. This point relates to the principle of collaboration. In this situation, the subject advisor is the one who encouraged collaboration through resource sharing. All the teachers showed some interest in the history workshops, they also indicated that they had some professional needs, which they believed the professional development workshop would meet. This was highlighted by one of the responses, showing that a teacher would like to be assisted with planning her file and organising her classroom. Mkhize explained this as follows:

I do have development needs, for example, I want to be developed in planning, especially planning my file, also organising my work, organising my classroom as an educator and also in assessment.

Mkhize also noted that it was useful for her to attend the professional development workshop because her needs were met. The teachers further indicated that the era in which they are teaching exposes them to technology, therefore, they would love to have workshops that would enhance their knowledge of computers. Also, given that there is a new curriculum called CAPS, they would prefer to be kept informed about the new developments regarding the curriculum. Out of the five teachers, only one teacher did not respond to this question. It was interesting again to note that the subject advisor guided the teachers along one of the effective principles of

professional development, collaboration. He emphasised that it was important that teachers make use of their cluster meetings so that whatever was not clearly understood in the workshops could be further explained by the cluster co-coordinator and other history teachers. The solution could either be derived from the meetings or have the cluster leader communicating the problem to the subject advisor, who could then provide additional support.

4.3.2 Understanding of content knowledge

Subject teachers have an obligation to equip themselves with content knowledge of the subject. This content knowledge is the kind of knowledge which pertains to the actual subject matter that is to be learned or taught. It is the type of knowledge which Shulman (1987, p. 128) explains as “the knowledge, understanding, skill and dispositions that are to be learned by school children”. During an interview with the participants, different responses were rendered. For example, Mr. Lion explained the concept of learning new content knowledge as follows:

In our workshops, we get a lot of information, for example, there is more information at our disposal on the Vietnam War that we received from our subject advisor. There is new information on Black Power Movement, we didn't have that information before, meaning, yes we are growing.

Other participants gave responses which among other things, indicated that the teachers learned new content knowledge during the professional development workshops through group presentations, watching videos (like those dealing with the Truth and Reconciliation Commission), group discussions, lectures from the subject advisor, different methods of how to impart knowledge, how to set exam papers, networking with other teachers and report backs. As they learn new content knowledge, it becomes easier for teachers to tackle such new topics when teaching in the classroom. For example, Lion revealed that the subject advisor assisted a lot in mastering new topics like the Vietnam War and Black Power Movements, which were to be set as essay questions in the examinations. The one effective principle of professional development, collaboration, seems to take the centre stage in this study. Under this section, it was clear that for teachers to grasp new topics well, they need to work together as clusters.

It was also interesting to note that the subject advisor believed that having only a tertiary qualification for the history subject is not enough. The content knowledge that the teacher has as a qualified teacher needs to be supplemented by the DBE through conducting the professional development workshops. When he undertook to help teachers, he first undertakes a needs analysis by looking at the schools' results, underperforming schools and new teachers. He checks on these competencies so that he is informed on what to do in the workshops. He cites the need of the purpose as follows:

...in this year in May, for new teachers I had 30 teachers coming for workshops because there were a number of new teachers in the system. Many of these teachers coming from different Universities don't know the requirement of the curriculum, don't know the requirement in terms of assessment, don't know the terrain and as result of that, my workshop is based on needs analysis, we find gaps, we basically try to fill up those gaps by having these workshops based on needs analysis and if there is new content that is included in the curriculum, then we as a Department need to train those teachers on new content, we need to have a workshop on new content and try and see what type of resources we can make available and how are we going to use those resources to teach in the classroom and that is purpose of why we have these workshops as well. So, not only networking and try to develop them, but I think it is broader than that to try and see that they are on board with the teaching and the teaching and learning becomes effective and for learners in the classroom.

Therefore, the purpose of the DBE history workshops is to offer professional development, based on teachers' competencies that would have been identified through the needs analysis undertaken by the subject advisor. Added to teachers learning new content knowledge is teachers learning new skills. It is important that when teachers attend professional development workshops, they are not only equipped with knowledge, but also new skills. Teachers were asked the ways in which they learned new skills from the DBE professional development workshops. The responses were almost similar in that they indicated that they learned to set or phrase questions, either for source-based items or essay writing. The teachers also learnt new skills through attending the workshops and whilst there, they collaborated and discussed issues. The examples of skills included assessment of history, making a memoranda and allocation of marks to

different levels of questions. As they learned the new skills, the two effective principles of professional development manifested, that is, activity and collaboration. Teachers described the different types of skills that they learnt by attending the DBE professional development workshops. Jomba said the following:

I've thus learned or obtained new skills like setting of History question papers, History memoranda, under levels of questioning, styles of questioning, mark allocation of different types of questions that will also accommodate every individual learner, so different of questions, the levels of questions, low, middle and high order questions.

The other teachers revealed that they learnt skills like extraction and interpretation of sources, how to analyse source information, understanding the usefulness of the source, how to participate in debates, how to collect information, and how to do evaluation. Overall, the participants seemed to be satisfied with the skills they acquired from the DBE professional development workshops. The subject advisor was also content that workshops were one of useful gatherings where teachers could gain skills that would help them when teaching history.

4.3.3 Understanding of collaboration

Collaboration was one of the criteria to analyse these findings in this study. Participants were directly asked whether they collaborated with other history teachers outside of the DBE workshops. Commonly, all of them indicated that they collaborated. Jomba, for instance, gave the following response:

Yes, I do, we have team teaching within my school and with the neighbouring schools. We design a time table in which we took turns in teaching, each educator chooses his or her own chapter or topic that he or she feels comfortable with or comfortable teaching. Also, eh we cover or we do the material of history scope setting, test setting, memoranda, history-planning etc. together with my team. Collaborating or working together with other teachers, it gives you more information which will help you not only you as a history teacher, but also the learners themselves, because some teachers come with new information that you had not taught in class, so it helps a great deal.

The teachers presented what they did when they collaborated, for example, they planned for the following year at a cluster level, shared ideas, discussed subject content, discussed new ways to approach curriculum and, discussed the ways of enhancing learners' understanding. On the other hand, the subject advisor concurred with teachers pertaining to the idea of collaboration. In his response, the subject advisor showed confidence in his teachers. He mentioned that the teachers did collaborate in a number of ways, for instance, at cluster levels, sharing resource materials like DVDs, set cluster tests papers and they belong to different history societies. He put this as follows:

They are on emails, they belong to different History societies, they are eh they have groups of teachers who would want to share DVDs for instance, want to share may be eh borrowing other tons of resource materials. There's a group of teachers in one local education centre that have set cluster papers, so teachers are quite dynamic individuals, they don't necessarily wait for me call a workshop ... but others are working at their natural pace, so they are creative individuals, they don't solely rely on me for a resource person to say hey, there's no subject advisor stop work now.

This showed how confident the subject advisor was, about the teachers from his district. He went to the extent of referring to them as dynamic individuals. The teachers were collaborating beyond the gathering in the workshops. This means therefore that technology can play a major role assisting teachers to work together.

4.3.4 Evaluation of professional development workshops

The objectives of this study were to explore the nature and the purpose of the professional development provided for history teachers in the circuit, explore the ways in which the workshops reflect the principles of effective professional development as synthesised from the literature, as well as to ascertain how teachers learn new content and skills from attending the workshops. Teachers were asked, among other things, to indicate whether the professional development workshops meet their professional development needs. The insights that the

teachers rendered in this study could share the light that may assist to direct and inform the future professional development workshops. The views are organised and discussed hereunder.

Firstly, workshops were identified by all teachers as one main professional development gathering that could be used by the DBE to update them with all current information on the history subject as they continue to teach throughout the year. The subject advisor confirmed that his role as an education official in the district was to make sure that these workshops were organised and rolled out to teachers who teach the history subject in the district. The subject advisor had to ensure that all history teachers in the district were well-equipped in the subject content, teaching methods and skills. He further made sure that the teachers were able to interpret the policies that govern CAPS as the new curriculum. The subject advisor worked with cluster coordinators who could assist the teachers to meet and collaborate outside of the DBE workshops. The cluster coordinators could disseminate and share the information on behalf of the subject advisor at cluster level.

Secondly, the teachers reported that they found the professional development workshops organised by the DBE useful. They said that the reason was that they learnt knowledge and skills useful to their work. These knowledge and skills varied according to their expectations during their meeting as described by Shulman (1986; 1987), such as content knowledge, teaching skills, assessment, practical skills and knowledge of the new syllabus. And these are Shulman's domains of teacher knowledge. Content knowledge for example, is the one that distinguishes a teacher as a specialist in his/her classroom practice.

Thirdly, as far as bringing in more change into the current professional development workshops in the circuit, the teachers seemed content with the workshops. Out of the five teachers, three teachers saw no need to effect changes on these workshops. For them, everything was in order because the subject advisor was capable enough to assist teaching with whatever they required to develop from the workshops. For example, Ngena said: *"....., our subject advisor is a very resourceful person, which makes the workshops more effective"*.

However, the other teachers had differing opinions, which were not in fact relevant to the study, but the issues were about resources and mind-set of the teachers. Their issues did not have anything to do with the content of the workshop. However, it must be noted that there are many ways of developing teachers and workshops is one of them. When teachers were interviewed with regards to effecting changes to workshops, their responses showed that so far there was no need for great change. However, they noted that some workshops, for example, the orientation workshop, needed to be altered to fit with its intention. This could mean among other things, using Saturdays and school holidays to conduct workshops. The view of the teachers under this section tallies with that of the subject advisor, who believed that as much as there could be no need for a change, the time he had with the teachers during the year was insufficient. In his responses, he went to the extent of saying that he would be more than happy if he were to meet with teachers during Saturdays or holidays. He said:

Yah, well, you know what, at the end of the day, eh I don't think anything needs to be changed, but like I said, workshop is one mode one instrument to ensure that teachers have effective training. ... I think for it to be more effective, we should have teachers out eh perhaps during school holidays, perhaps on Saturdays so that if you wanna professionally develop teachers then you should be a more constructive way to do things, but taking them out for one day in a year and expect to do miracles is problematic. We should have more sustained ways in which we try to reinforce professional development and, eh I think that eh yes, there of course there should be change, rather than having workshop, we should rather have teacher development, we should have eh the colloquiums, so workshop is one way, there are other ways I don't think workshop are necessarily the effective one way to ensure teacher training.

The subject advisor believed that the MEC had an obligation to review this situation such that his office was in the position to spend more time with the teachers.

Lastly, in this study, the novice teachers got an opportunity to meet with the experienced teachers. They were able to share their experiences, which was going to be the basis for the better performance. This type of knowledge which they gained from the experienced teachers, was acknowledged as useful and applicable in the classroom situation because it was based on

classroom contexts and actual practice experiences. This corroborate what Kelly (2006) stated, that knowledge construction is enhanced through social interaction activities like sharing and dialogues. The teachers met outside of the DBE workshops and shared information, including the use of emails to exchange resources.

4.4 Summary

In this chapter, I presented the findings of the data which I collected from the participants. The participants included five grade 12 history teachers from the different schools and the history subject advisor. I as the researcher endeavoured to keep balance and reduce bias by presenting the ideas of the participants fairly. Where applicable, I quoted them verbatim in order to elucidate their points.

The findings in this study indicate that teachers learnt new content and different skills in the professional development workshops. The professional development workshops organised by the DBE in Indalo district seemed to uplift the capacity of knowledge and skills of the teachers. They expanded teacher knowledge capacity in order to improve learner performance. The subject advisor used lectures to elucidate some information in the workshops. Group discussions and collaborations were used through the activities that were given by the subject advisor during the workshops. The next chapter summarises the study and presents some recommendations, based on the study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study aimed at exploring the ways in which workshops reflect the principles of effective professional development as synthesized from the literature and to ascertain how teachers learn new content and skills from attending the workshops in Khumbula circuit under Indalo district. The focus of the study was to get an insight into how and what Grade 12 history teachers learn as they attend the professional development workshops that are organized by the DBE. The study generated data through qualitative interviews and workshop observations. In this view, this chapter presents the conclusions and recommendations, based on the findings. A summary of the findings is provided, followed by the recommendations, limitations of the study, as well as the areas for further research. Prior to that, it is important to reiterate that the study sought to answer the following research questions.

1. What was the purpose and the nature of the professional development workshops provided for history teachers in the Circuit?
2. In what ways do the workshops reflect the principles of the effective professional development?
3. In what way do teachers learn new content and skills from attending the workshops?

5.2 Research Question 1: What was the purpose and the nature of the professional development provided for history teachers in the Circuit?

The study investigated four different history workshops offered in 2015. The purpose of each workshop was different. The purpose of the two-day orientation workshop was to give guidance to teachers about what to teach, how to teach and how to assess. The subject advisor had extracted key information from the CAPS document, in order to make it simple for teachers to know what to teach in each term. Activities that were used during the workshop were those that

had to do with how to write or answer an essay and source based question and how to mark these tasks.

The purpose of the moderation workshop was to assess whether teachers have marked the school-based assessment (SBA) fairly and according to the CAPS guidelines. Teachers brought the tests, the memoranda and the CASS grid to the workshop and the subject advisor and senior teachers would check the validity of the marking. Teachers would then sign the attendance register as a sign that they had honored the workshop.

The purpose of the history final examination papers 1 & 2 memoranda discussion workshops was to discuss the two examination papers written by grade 12 history learners, as a final examination in November 2015. The two workshops took place in a local Education Centre and they were attended by twenty-five teachers who were appointed as markers. Three of the participants in this study attended. The focus was on how teachers as markers should approach assessing learners' examination answers against the memorandum. Teachers were given pieces of work which was divide into essay and source based tasks. They then had to formulate memoranda and would mark using them. It was important that they used rubrics correctly.

The purpose of the workshop for the new history teachers entailed to equip teachers in the teaching of history; to brief the teachers on the information pertaining to history being a compulsory subject; and, inform teachers on how other schools do best in attaining excellent results in history. It was attended by all teachers who were teaching history for the first time in 2015. It started from 08:00 in the morning and ended at 16:00. Teachers were exposed into working with source based material, writing of paragraphs and essays (see Figures 4.1 to 4.5 in Chapter 4). Teachers were assured by the Subject Advisor that he was available in case they encountered challenges.

5.3 Research Question 2: In what ways do the workshops reflect the principles of the effective professional development?

To respond to this question, I based my focus on the readings dealing with the principles of teacher professional development as according to authors such as Shulman (1997), Darling-

Hammond et al (2009), Putman and Borko (2000), and Givven and Santagata (2010). In these readings authors render information of how principles underpin good professional development activities. Therefore, the study shows to what extent these principles could be seen in the professional development workshops. It is noted that not all the principles were reflected in the study.

5.3.1 The Principle of Activity

Activity looks at the promotion of getting involved in any learning task. Activities in which teachers are involved includes, among other things, writing, investigation and using computer for their research. Teachers are encouraged to engage in a speech, share information and debating. Such engagement should focus on what is relevant to their work. In these professional development workshops, teachers were allowed the opportunity to engage in activities that were relevant to their subject. For example, during the orientation workshops, the teachers worked on activities that included how to work with source-based material and essay writing. The teachers also worked on how to teach and assess these activities. The same applied for the teachers who attended the workshop that was inviting those teachers who were teaching history for the first time. During the workshop that was focusing on those teachers appointed as markers for Grade 12 final examination, activities were such that teachers were allowed the opportunity to formulate memoranda and practiced on how to apply marking rubrics.

5.3.2 The Principle of Reflection

Smyth (1992) in Loughran (2002) describes Reflection as placing “an emphasis on learning through questioning and investigation to lead to a development of understanding” (p. 34). It is a careful or a serious thought about the work done. It means looking back at what had been done and checking weaknesses and strengths. Professional as well as personal growth is enhanced if the learner or a student, in this case a teacher, is able to reflect from action/s administered. During the professional development workshops, teachers were allowed the opportunity to reflect on their performance. After an engagement on different activities, they would look back in a way of assessing their comprehension of the subject. Most of the teachers admitted that after attending the professional development workshops, they were able to set both essay and source

based questions according CAPS history assessment document. They were also able to apply marking rubrics and they believed that their performance had improved.

5.3.3 The Principle of Collaboration

Collaboration is about working together. Effective teaching necessitates that among other things a teacher must engage or work with other teachers. Collaboration in this case refers to a situation whereby a member of a staff or team allows himself/herself to work with other colleagues with the intention of simplifying given work or responsibility. Shulman (1997, p. 515) supports the idea as, “Collaboration is marriage of insufficiencies, not exclusively “cooperation” in a particular form of social interaction. There are difficult intellectual and professional challenges that are nearly impossible to accomplish alone but are readily addressed in the company of others”.

Thus, collaboration plays major role in the life of a teacher in assisting the teacher for professional development. During the workshops, the teachers were afforded the opportunity to work together to share information and experiences. They worked on different activities which characterised how to answer source based questions and how to answer an essay question. Teachers were very much cooperative to the extent that they suggested their collaboration be extended to their cluster meetings. In one of the cluster workshops that I attended, teachers were working on the activities they did during the workshops with the subject advisor. In their gathering, I witnessed that teachers had acquired more skills. In some instances, the cluster leader would call on the subject advisor using her cellphone to solicit more information.

5.3.4 The Principle of Passion/Commitment

Passion could be defined as a very strong feeling of love, whereas commitment is determination to work hard and continue with something. For Shulman (1997, p. 515), ‘authentic and enduring learning occurs when teachers and students share a passion for material, are emotionally committed to the idea, process, and activities and see work as connected to present and future goals’. Professional development workshops were supposed to inculcate passion and commitment in teachers. However, the evidence of this principle among the teachers was not

visible during the workshops, since teachers had to engage themselves in the classroom practice first, then be proven whether they possess the principle or not.

5.3.5 The Principle of Community

The community principle has to do with professional development building strong working relationships among teachers. This principle did not fully manifest during the workshops. This principle encourages teachers to be learning communities. The professional development workshops set up by the subject advisor played a major role in supporting the culture of working together. Darling-Hammond (2009, p. 11) indicates that “research shows that when schools are strategic in creating time and productive working relationships within the academic departments or grade levels, across them, or among the teachers school wide, benefits can include greater consistency in instruction, more willingness to share practices and try new ways of teaching and more success in solving problems of practice”. This resulted in teachers organizing themselves into clusters as a way of keeping themselves appraised on the history subject. This means that teachers are to meet as small groups (i.e. meet as neighbouring schools) of at least six schools. They would be led by the cluster coordinator appointed by the subject advisor.

5.4 Research Question 3: In what way do teachers learn new content and skills from attending the workshops?

To answer this question, I draw from the interviews with the teachers and the subject advisor, and arrange the data according to the following themes. It was clear that teachers learnt both content and skills from the workshops. Regarding skills, most of the teachers noted that they had learnt how to design source-based questions. They said that they thought they knew before, but the workshops made them realize that they could still learn more and do the task better. They acknowledged that they could then teach learners how to write essays and had acquired marking skills.

Teachers showed confidence in understanding the history content. The history textbook contains many topics, but not all of them need to be taught in a year. The subject advisor explained and specified the topics that were prescribed for 2015 such as topics like the Vietnam War and Black

Power Movement. The result was that teachers indicated their knowledge of the content and could therefore teach with confidence. It was important that teachers learn history content as it would improve their content knowledge. The content knowledge is the kind of knowledge which pertains to the actual subject matter that is to be learned or taught. It is the type of knowledge which Shulman (1987, p. 128) explains as “the knowledge, understanding, skill, and disposition that are to be learned by school children”. Teachers indicated that they learnt and understood content knowledge through working together with other teachers as they were facilitated by the subject advisor. In addition, the teachers were encouraged to share their teaching material and collaborate as clusters to elucidate, explain and discuss the challenges that they encounter with regards to subject content.

5.5 Recommendations

I present the following recommendations for sustainable professional development workshops in the district.

Firstly, professional development workshops must not be perceived as a once off event of the year, but should be seen as a continuous process and programme which is compulsory to all history teachers in all circuits. All teachers, irrespective of their teaching experience, should be considered and take part in professional development workshops. The subject advisor should consistently and always work on needs analysis for each workshop so that they become more effective.

Secondly, the current subject advisor cannot be guaranteed to work for this department forever. Therefore, it is suggested that professional development workshops could remain of an acceptable standard if the department can ensure that when they appoint a subject advisor, he or she has got the passion and interest for the subject, as well as expertise. Cluster coordinators should work closer with the subject advisor because they are closer to teachers at the school level. That would ensure that there is no knowledge gap in the subject. The DBE should also work on incentives for cluster coordinators so that they are encouraged to maintain high work effort at all times.

Lastly, the study suggests that the DBE looks at the way of meeting the suggestions of the subject advisor that the workshops be held over the Saturdays and holidays. In such an endeavour, the interaction and engagement on this matter is encouraged to unfold at the level where the DBE meets with the teacher unions, because at times the unions could bar teachers from attending the workshops.

5.6 Conclusion

This chapter discussed the findings that emerged. The findings of this study showed that history teachers' who attended the workshops learnt new history content and skills and for that the teachers showed the great interest for the subject and the workshop.

The other finding was that the subject advisor was instrumental in the success of these professional development workshops because of the passion he possesses for the subject. When he called the workshops he first undertakes the needs analysis which directs him to present relevant information in the workshops.

Lastly, the findings of the study showed that the effective principles of professional development for example passion, activity, reflection and collaboration were featured in the workshops. Also, in these workshops, teachers learnt how to teach history (pedagogy), content and assessment. Professional development could thus bring about teachers who are assertive with their classroom work. It is therefore essential for school improvement. Teachers are practitioners in the classroom situation, and therefore need to be well-prepared and well-equipped in terms of knowledge, resources and skills.

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APPENDIX 1: UKZN ethical clearance letter



14 May 2015

Mr Derrick Mthandeni Msomi 8831916
School of Education
Pietermaritzburg Campus

Dear Mr Msomi

Protocol reference number: HSS/0397/015M

Project title: An exploration of Teacher Learning in Grade 12 History Professional Development Workshops.

Expedited Approval

In response to your application dated 28 April 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.


Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


.....
Dr Shenuka Singh (Chair)
/px

cc Supervisor: Dr CA Bertram
cc Academic Leader Research: Professor P Morojele
cc School Administrator: Ms B Bhengu, Ms T Khumalo & Mr S Mthembu

Humanities & Social Sciences Research Ethics Committee

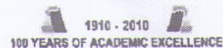
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APPENDIX 2: LETTER GRANTING PERMISSION TO CONDUCT RESEARCH In THE KZN DoE INSTITUTIONS



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/579

Mr DM Msomi
P.O. Box 23731
ISIPINGO
4110

Dear Mr Msomi

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"AN EXPLORATION OF TEACHER LEARNING IN GRADE 12 HISTORY PROFESSIONAL DEVELOPMENT WORKSHOPS"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 25 November 2015 to 31 November 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

See list attached

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 24 November 2015

APPENDIX 3: INTERVIEW SCHECHULE

INTERVIEW SCHEDULE FOR HISTORY TEACHERS

Biographical information

1. Age: 25-35 35-45 45-55 55+

2. Gender: Male Female

3. Race: African Indian Coloured White

4. Qualifications: Diploma Degree Postgraduate Qualification

5. Grades Teaching: _____

6. Subjects Teaching: _____

1. How long have you been teaching history in grade 12?
2. What do you enjoy about being a history teacher?

3. What are the professional development needs that you have as a history teacher? (probe: has the CAPS created gaps in your knowledge?)
4. What are the ways in which you meet your professional development needs? (Probe: do you read different textbooks, do you search for resources on the internet, do you ask other history teachers for help etc?)
5. In what ways do you learn new history content knowledge from the DBE workshop? Can you give me the details of what new content knowledge you learnt?
6. In what ways do you learn new skills from the DBE workshops?
7. Can you give me examples of what new skills you have learnt?
8. Do you collaborate with other history teachers outside of the DBE workshops? If not, why not? If you do, can you provide the details of how you work together?

9. Do you think anything needs to change to make the workshops more effective?
10. Do you have any concerns or experiences regarding the topic that I have not addressed in this interview?

INTERVIEW SCHEDULE HISTORY SUBJECT ADVISOR

1. How long have you been a subject advisor in grade 12?
2. What is the nature of your work as a history advisor?
3. What do you enjoy about being a history subject advisor?
4. What are the professional development needs that you think the history teachers have? (probe: has the CAPS created gaps in their knowledge?)
5. What are the ways in which the teachers meet their professional development needs? (Probe: do they read different textbooks, do they search for resources on the internet, do they ask other history teachers for help etc?)
6. What is the purpose of the DBE history workshops? (Probe: Is it to teach new content knowledge? Is it to teach new skills? If so, what specific skills?)
7. Do you think workshops are the most effective way of providing professional development for history teachers? Why or why not?
8. Do you think anything needs to change to make the workshops more effective?
9. Do the history teachers collaborate with other history teachers outside of the DBE workshops? If not, why not? If they do, can you provide the details of how the teachers work together?
10. Do you have any concerns or experiences regarding the topic that I have not addressed in this interview?

APPENDIX 4: OBSERVATION SCHEDULE

DATE	SUBJECT	TIME	VENUE
11February 2015	History Orientation Workshop	08:00 – 15:00	High School
12 February2015	History Orientation Workshop	08:00 – 15:00	High School
May 2015	Moderation Workshop 1	12:00 – 15:00	High School
May 2015	Workshop for New History teachers	08:00 – 15:00	High School
August 2015	Moderation Workshop 2	12:00 – 15:00	High School
October 2015	Moderation Workshop 3	12:00 – 15:00	High School
November 2015	History Final Examination Papers 1&2 memoranda discussion workshop	12:00 -15:00	Education Centre

EDITOR'S REPORT

22 DECEMBER 2016

Re: LANGUAGE EDITING STATEMENT

I, THE UNDERSIGNED, hereby confirm that I have edited the thesis titled **AN EXPLORATION OF TEACHER LEARNING IN GRADE 12 HISTORY PROFESSIONAL DEVELOPMENT WORKSHOPS**, by **DERRICK MTHANDENI MSOMI**, for the degree of **MASTER OF EDUCATION, TEACHER DEVELOPMENT STUDIES**

Regards

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